



Instructor Manual for Social Awareness and Influence Workshop

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July 2008

Ft. Leavenworth Research Unit

US Army Research Institute
for the Behavioral and Social Sciences

Report Documentation Page				Form Approved OMB No. 0704-0188	
Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.					
1. REPORT DATE JUL 2008		2. REPORT TYPE N/A		3. DATES COVERED -	
4. TITLE AND SUBTITLE Instructor Manual for Social Awareness and Influence Workshop				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S)				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Ft. Leavenworth Research Unit US Army Research Institute for the Behavioral and Social Sciences				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release, distribution unlimited					
13. SUPPLEMENTARY NOTES See also ADM002185. Social Awareness and Influence Workshop Materials, The original document contains color images.					
14. ABSTRACT					
15. SUBJECT TERMS					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT UU	18. NUMBER OF PAGES 191	19a. NAME OF RESPONSIBLE PERSON
a. REPORT unclassified	b. ABSTRACT unclassified	c. THIS PAGE unclassified			

Acknowledgements

This training course is the result of a multi-year research effort investigating the role of social awareness in influence and leadership. This project was funded and supported by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI; contract number: DASW01-D0016). The results of this initial research are available in ARI Report # 1874 authored by staff members from PDRI and ICF International (Mueller-Hanson, Swartout, Morewitz, Keil, McGonigle, Martin, Parish, & Morath, 2007). In addition to the support of ARI, this work was made possible by the contributions of many people, a few of whom are acknowledged here.

First, we would like to thank Mr. Robert Solick of ARI for his early insights and vision in developing the concept for this research. Dr. Larry Laffitte and Dr. Stan Halpin of ARI provided useful feedback on our initial literature review, and their comments were very much appreciated. We would like to thank Dr. Michelle Zbylut and Dr. Jay Goodwin of ARI who were instrumental in coordinating early pilot tests and Dr. Zbylut and Dr. Heather Priest, who provided several helpful insights in their reviews of the training.

We would also like to thank the staff members of PDRI and ICF International, most notably Mr. Michael Ford, Ms. Courtney Morewitz, Ms. Vanessa Tendick, Dr. Tim McGonigle, Dr. Carolyn Parish, Dr. Arnold Leonard, Dr. Ray Morath, Mr. Cody Martin, and Ms. Jessie Huang for participation in the initial research and their assistance with pilot testing and data collection.

Finally, our heartfelt appreciation goes out to the numerous Army officers and NCOs who participated in pilot testing the content. The feedback and insights from all of the pilot participants is very much appreciated and has helped to make this a better course.

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Resource CD Contents

0 – ReadMe File

CD Contents

Overview

Getting Started

1 - Instructor Materials

a - Social Awareness and Influence Course Instructor Manual

Note that two versions of this file are included –one suitable for customizing to particular needs (Word) and one (PDF) as a permanent, recommended version.

b - Social Awareness and Influence Course Slides (PowerPoint)

Note that two versions of this file are included – one suitable for printing (white background) and one suitable for projection (dark green background)

c - Class Handouts Not Included In Student Handbook

Note that two versions of this file are included –one suitable for customizing to particular needs (Word) and one (PDF) as a permanent, recommended version.

- Clean Up Crew The Rest of the Story
- Corporal Bennett Video Exam Response Sheet
- Earthquake Role Play
- Embassy Official Role Play
- Influence Exercise Part 1
- Influence Exercise Part 2
- Mukhtar Role Play
- Multiple Choice Exam
- Role Play Checklists
- Sick Volunteer Role Play

- Social Awareness and Influence Course Evaluation
- Social Awareness and Influence Self Assessment

2 - Student Handbook

- Social Awareness and Influence Student Handbook
Note that two versions of this file are included –one suitable for customizing to particular needs (Word) and one (PDF) as a permanent, recommended version.

3 - VIDEO

- CPL Bennett Video (Flash format; may be viewed in Firefox or Internet Explorer)

4 - ARI Research Report

- ARI Research Report 1874

Overview

This Instructor Manual contains the materials necessary for facilitating the Social Awareness and Influence Workshop. It includes copies of PowerPoint slides, notes for guiding class lectures and discussions, copies of handouts that should be distributed to the class, and step-by-step instructions for conducting the activities and exercises.

The purpose of the Social Awareness and Influence Workshop is to help improve the ability of participants to influence others. While participants are likely to know about influence already from their experience as Army leaders, this course is designed to provide participants with some additional tools, techniques, and different ways of thinking about the topic of influence in order to refine and focus skills necessary for effective influence attempts. Influence is a core component of effective Army leadership and as such it is important to continually improve one's skills related to influence in order to be a more effective leader. In support of this goal, this workshop consists of a PowerPoint presentation accompanied by numerous practical exercises including role plays and a video based situational judgment test. This workshop covers a wide range of topics related to influence including bases of power, various influence tactics, factors to consider in selecting an influence tactic, and a model of social awareness and influence that outlines how one can most effectively proceed through the phases of an influence attempt.

The Social Awareness and Influence Workshop consists of four modules. The first module provides an overview of the model of social awareness and influence used in the workshop as well as why influence and social awareness are important for effective Army leadership. The remaining three modules consist of the various phases of the social awareness model: The Planning Phase, The Interaction Phase, and The "In-the-Moment" Awareness Phase. The Planning Phase focuses upon preparing for influence attempt including the identification of relevant factors that will affect the attempt and making a decision as to what influence tactic(s) to consider. The Interaction Phase refers to the actual influence attempt including the enactment of influence tactics by the influencer as well as the subsequent perception and reaction of the intended target. The "In-the-Moment Awareness Phase" refers to the evaluation of target reactions and how those influence subsequent decisions of the influencer.

Learning Objectives

The course learning objectives are shown below:

Terminal Learning Objective
<ul style="list-style-type: none">◆ <u>Condition:</u> Given an influence objective and a role-play scenario◆ <u>Action:</u> Persuade a target to agree to carry out your request◆ <u>Standard:</u> Success will be assessed through satisfactory ratings on a behavioral observation checklist
Enabling Learning Objectives
<ul style="list-style-type: none">◆ Introduction:<ul style="list-style-type: none">- Describe the relationship between influence and leadership- Provide an example of how influence skills can affect leadership effectiveness- Define the term "social awareness"- Describe the relationship between social awareness and influence- Describe the three types of outcomes possible in an influence attempt

- ◆ Pre-interaction Phase:
 - Identify three types of influence goals
 - Describe three environmental factors that should be considered when planning an influence attempt and how these factors impact goal selection and influence strategy
 - Describe the seven power bases and how these might impact the selection of an influence strategy
- ◆ Interaction Phase
 - Given a list of influence tactics and their definitions, describe when each tactic is appropriate to use and the potential benefits and drawbacks of each
 - Given a list of influence tactics and a discussion topic, demonstrate at least six separate tactics
- ◆ In-the-moment Social Awareness Phase
 - Describe the basic verbal and nonverbal cues associated with the following emotions (happiness, sadness, anger, fear, surprise, disgust, and contempt)
 - Describe the fundamental attribution error and how this error impacts the accuracy of interpretations of other's verbal and nonverbal cues
 - Describe how cultural biases can impact judgment about others and how these biases can be mitigated
 - In the context of an influence attempt, demonstrate four techniques for modifying behavior in response to negative reactions from a target

Target Audience

This course is primarily intended for Company level leaders both officers and NCO's. The contents may be adapted as needed to suit other audiences. There are no prerequisites for this course, as this content is intended to be an introduction to the topic. This course is also available in a web-based version.

Interaction and discussion are vital elements of the Social Awareness and Influence Workshop. As such, while classes can vary in size depending upon the specific needs for which the workshop is being offered, it is preferable to limit the class size such that everyone can have an opportunity to participate fully. Therefore, it is recommended that class sizes be limited to 12-16 students for a single instructor and to 24-30 students for two instructors.

Course Length

This course consists of a six-hour block of instruction and is best taught over a single day. However, the course is modular and modules may be broken up and taught over the span of several days. Additionally, the time required may be expanded or contracted to incorporate more or less classroom discussion and practice activities. A sample agenda for a six-hour course is provided at the end of this section.

Materials

The following materials are needed to facilitate the course (see "Resource CD" for handouts).

Instructor Manual

Computer (with flashplayer installed) and LCD projector or SMARTBOARD; speakers for video. Note flashplayer may be downloaded for free from <http://www.adobe.com/products/flashplayer/>.

Student Handbooks

Handouts (Available in "Handouts Not Included in Student Handbook" folder on "Resource CD"):

- Social Awareness and Influence Self-Assessment (optional)
- Influence Exercise: Part I / Influence Exercise: Part II. Note that for ease of facilitation, you may wish to copy the role-plays on color coded paper – one color for the influencer role and another color for the target role.
- "Clean-up Crew: The Rest of the Story"
- Role Plays (select 2 of the following). Note that for ease of facilitation, you may wish to copy the role-plays on color coded paper – one color for the influencer role and another color for the target role.
 - o Mukhtar Role Play
 - o Sick Volunteer Role Play
 - o Earthquake Role Play
 - o Embassy Official Role Play
 - o Role Play Checklists
- Assessment Materials
 - o Multiple Choice Exam
 - o Corporal Bennett Video Exam (video is included in the Video folder of the CD; filename is: "CPL Bennett Video.htm." This is a flash movie and requires flashplayer for viewing).
 - o Corporal Bennett Video Exam Response Sheet
- Social Awareness and Influence Course Evaluation

How to Use This Handbook

This Handbook provides all of the information you will need to facilitate the Social Awareness and Influence Workshop. You should spend a fair amount of time reading through this Handbook and learning these materials in order to increase your effectiveness in conducting the course.

Contents of Instructor Manual

Lesson Plans: The information to be presented in each component of the training is contained in a series of PowerPoint slides with notes to the instructor. Instructor actions and informational notes (e.g., "show slide X" and "Refer students to the X handout in their packets") are presented under the headings in the left column. Talking points and guidance for facilitating discussions are presented on the right under the "Talking Points" heading. Talking points are presented in plain text. Guidance for facilitating discussions, expected answers to questions, etc. is presented in *italicized* text.

Handouts: Specific handouts and exercise materials are interspersed throughout the lesson plans. Copies of these are also included in the student handbooks (except where noted).

Assessments: Note that two assessments are provided for the course: a multiple-choice exam and a video based exam. These can either be used to grade student progress and/or as teaching tools by reviewing and discussing answers with the class.

Tips for Facilitating the Course

Get a sense of the training course as a whole. Read through the Handbook thoroughly so that you can see the different parts of the training course and how they fit together. You will need to have a good understanding of what is covered in each of the sections so that you can help students understand how each section is related.

Become familiar with course content. In order to obtain the understanding of how each of the course sections fits together, in addition to reviewing the Handbook thoroughly and in its entirety, it may also be helpful to review some additional sources related to course content. The following are recommended sources that will further facilitate an understanding of the model of social awareness and influence and related topics:

Department of the Army (2006). FM 6-22: *Army leadership: Competent, confident, and agile*. Headquarters: Department of the Army.

Available at: http://usacac.army.mil/cac/cal/start_here.html

House, R. J., Javidan, M., Dorfman, P., & Gupta, V. (2004) *Culture, leadership, and organizations: The GLOBE Study of 62 societies*. Sage Publications, Inc.

Mueller-Hanson, R.A., Swartout, E.C., Morewitz, C.L, Keil, C.T., McGonigle, T. P., Martin, C., Parish, C. & Morath, R. A. (2007). *Social Awareness and Leader Influence: A Proposed Model and Training Intervention* (Institute Report # 1874). Arlington, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Make the training your own. It is important that you cover the ideas in the training in the same general manner as they are laid out in the lesson plans. However, you do not need to treat the talking points as a script to follow verbatim. Be sure that you cover all the information presented with each slide, but feel free to put concepts into your own words, tailoring your language to the audience as appropriate. Use your own knowledge and experiences to bring the class to life for the students.

Remember your audience. The students you are teaching will be even more interested in the material if you can make it very relevant to them. Solicit examples from the students about their leadership experience. Integrate these examples with the material and your own personal experiences. Some of your audience members may have preconceived ideas about the role of influence in leadership or they may already have extensive experience with this topic and feel that the course is too basic for them. Spend some time up front getting to know your audience to gauge their motivation and level of prior experience. Tailor the examples you use and the depth of your explanations to best meet the audience's needs and level of experience.

Practice! Practice not only delivering the lecture notes, but practice using the materials, especially the videos! You want to be sure that everything works and that you are comfortable using the materials before you get in front of the class!

Sample Agenda

I. Course Overview	Time	Sample Times
A. Introduction/Welcome/ Overview of session	10 minutes	0900-0910
II. Module 1: The Importance of Social Awareness and Influence	20 minutes	0910-0930
III. Module 2: Planning Phase		
A. Influence Goals	5 minutes	0930- 0935
B. Evaluation of the Situation	15 minutes	0935- 0950
• Practice Case Study: Clean Up Crew		
BREAK	10 minutes	0950- 1000
C. Cultural Considerations (Values Scale)	20 minutes	1000- 1020
E. Selecting an Influence Strategy	5 minutes	1020- 1025
F. Practice Case Study	10 minutes	1025- 1035
IV. Module 3: Interaction Phase		
A. Influence Tactics		
• Rational Persuasion- Apprising	15 minutes	1035- 1050
BREAK	10 minutes	1050- 1100
• Practice Activity	15 minutes	1100- 1115
• Appeal to Higher Authority - Blocking	15 minutes	1115- 1130
• Practice Activity	15 minutes	1130- 1145
LUNCH	1 hr 15 min	1145- 1300
B. Target's Interpretation and Reaction	30 minutes	1300- 1330
• Case Study Example of Fundamental Attribution Error		
V. Module 4: In-the-moment Awareness Phase		
A. Perceiving, Analyzing, and Evaluating Social Information	20 minutes	1330- 1350
BREAK	10 minutes	1350- 1400
B. Case Study	20 minutes	1400- 1420
C. Summary	10 minutes	1420- 1430
D. Role Play Exercise (Note: provide a break mid way through)	45 minutes	1430- 1515
VI. End of Course Assessments		
A. Assessments: SJT / Knowledge Test	40 minutes	1515- 1555
B. Course Evaluation	5 minutes	1555- 1600

Point of Contact for More Information:

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Course Introduction



Social Awareness and Influence Workshop

Presented by:

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Introduction

Talking Points

Show Slide 1

- ◆ *Welcome participants and thank them for their participation.*
 - ◆ *Introduce facilitator.*
 - ◆ *Ask students to briefly introduce themselves.*
 - ◆ *Note that you may want to add instructor name(s) to this slide to personalize it for the class.*
-



Purpose

- Improve your ability to influence others
 - Build on your current knowledge and experience
 - Add new tips and techniques to your toolbox
 - Use this material to train/mentor others



Purpose

Talking Points

Show Slide 2

Our goal today is to help you improve in your ability to influence others.

- As Army leaders, you probably know a lot about influence already.
- However, this course will give you some tools, techniques, and different ways of thinking about this topic to help you refine and focus your skills.
- You can also use this material to help you in training and mentoring others in their own ability to influence others.

Note: As an optional activity, you can have the students complete and self-score the Social Awareness and Influence Self-assessment. This assessment will give them a quick look at how they view their own skills in these topics and can provide some motivation if they perceive that these skills are lacking. Information on interpreting scores is included following the assessment. Be sure to emphasize that this is how participants currently perceive their social awareness and influence skills and as such should not be considered as an objective measure.

Social Awareness and Influence Self Assessment

How do your social awareness and influence skills rate? Take this short self-assessment to find out how you rate your own skills in these areas:

Influence Scale

Strongly Disagree					
Disagree					
Neither Agree nor Disagree					
Agree					
Strongly Agree					
1. When I have to ask for a difficult favor, I plan what I will say in advance.	5	4	3	2	1
2. I find it easy ask others for favors.	5	4	3	2	1
3. I know a lot of different techniques for influencing others.	5	4	3	2	1
4. I can usually persuade other people to do what I want.	5	4	3	2	1
5. When I'm planning to ask for a favor, I first think about how I can get the other person to agree.	5	4	3	2	1
6. I never seem to do very well in negotiations.	1	2	3	4	5
7. I usually succeed when I ask other people to do things for me.	5	4	3	2	1
8. People usually say "no" when I ask them for help.	1	2	3	4	5
9. I would make a good salesperson.	5	4	3	2	1
10. I have a hard time convincing people to do what I want them to.	1	2	3	4	5
Total					

Social Awareness Scale

Strongly Disagree					
Disagree					
Neither Agree nor Disagree					
Agree					
Strongly Agree					
11. When I'm talking to other people, I can easily tell what they are thinking or feeling.	5	4	3	2	1
12. I find it very difficult to read other people's emotions.	1	2	3	4	5
13. I can never tell what people are really thinking when I talk to them.	1	2	3	4	5
14. If I sense that someone is about to say "no" to a request, I'll quickly change my approach.	5	4	3	2	1
15. I don't usually change the way I act just to suit others.	1	2	3	4	5
16. I'm pretty good at sensing what other people think of me.	5	4	3	2	1
17. I'm good at figuring out what motivates other people.	5	4	3	2	1
18. I'm often taken by surprise at how others respond to me.	1	2	3	4	5
19. I'm really good at reading other people's facial expressions and body language.	5	4	3	2	1
20. When I'm talking with others, I can easily adjust my approach to be more effective with them.	5	4	3	2	1
Total					

Scoring the Social Awareness and Influence Self-Assessment

1. Add up the total numbers circled for each scale
2. Use the tables below to determine how your scores fit with your own perceptions of your social awareness and influence skills

Influence Scale

Your Score	Interpretation
10 – 30	You see yourself as being a relatively poor influencer. You may have difficulty in negotiations and persuading others to do what you want them to do. Your lack of confidence in your influence skills may be due to inexperience or lack of training. This course can help you improve your knowledge and skills to become a more effective influencer.
31 – 40	You see yourself as a moderately effective influencer and negotiator. You are sometimes able to get others to agree to carry out requests and favors, though other times you may meet with resistance. You are moderately confident in your ability to persuade others, but could probably benefit from increased training and experience in this area. This course can help you improve your knowledge and skills to become a more effective influencer.
41 – 50	You see yourself as a skilled negotiator and influencer. You tend to plan your influence approach in advance and are readily able to get others to agree to your requests. You indicate that you communicate effectively and are very adept at persuading others. This course can give you some additional tools to help you maximize your strengths in this area.

Social Awareness Scale

Your Score	Interpretation
10 – 30	You see yourself as relatively unskilled in social situations and generally have difficulty understanding the motives and emotions of others. You have indicated a lack of confidence in your ability to read facial expressions and body language and you may have a hard time understanding what others think about you. By gaining some additional experience in this area, you may be able to improve your effectiveness in interacting with others.
31 – 40	You see yourself as moderately skilled in social situations and are generally aware of the motives and emotions of others. You are somewhat confident in your ability to read facial expressions and body language, though at times you may have a hard time understanding what others think about you. By gaining some additional experience in this area, you may be able to improve your effectiveness in interacting with others.
41 – 50	You see yourself as very skilled in social situations and highly aware of the motives and emotions of others. You are confident in your ability to read facial expressions and body language and then use this information to more effectively interact with others. You may view yourself as a “social chameleon” who can quickly adjust to different situations as appropriate. Your perceptiveness and flexibility may be helpful in a variety of social situations.

Keep in mind that the way you perceive your own skills in these areas may or may not match the way others see you. You should supplement your self assessment with feedback from others such as your boss, peers, or family members to get a more complete picture of your skills in these areas.

Later on in this course, you'll have the chance to test your social awareness and influence skills using more objective measures.



Agenda

- Module 1: The Importance of Social Awareness and Influence
- Module 2: The Planning Phase
- Module 3: The Interaction Phase
- Module 4: The “In-the-Moment” Awareness Phase
- Post-course Assessments

3

Agenda

Talking Points

Show Slide 3

- ♦ *Briefly review the agenda and timing of the course.*
 - ♦ *Ensure that you tell them what they can expect for the assessments.*
-



Expectations

- Start/stop on time
- Everyone actively participates
- Provide others with honest, constructive feedback



4

Expectations

Talking Points

Show Slide 4

To make this session a success there are several “ground rules” that we all need to agree on:

- ◆ We'll start and stop on time, which includes breaks.
 - There is a lot of material to get through so please be courteous to your classmates and be on time.
- ◆ The nature of this session is highly interactive.
 - You will get a lot more out of this session if you fully participate.
 - I ask that everyone participate in the discussions and activities.
- ◆ Several times throughout the course, you will be asked to provide feedback to your peers.
 - Please be honest and constructive when giving feedback.
 - Feedback is a powerful tool for learning, but it often doesn't happen enough or in the right way.
 - It is very important that we do a good job giving feedback here.

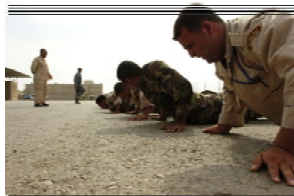
Questions

Any questions thus far?

Module 1: The Role of Social Awareness and Influence



Module 1: The Importance of Social Awareness in Influence



5

Training Overview

Show Slide 5

Talking Points

- ◆ This course is designed to help you become a better influencer.
 - As I previously mentioned, I recognize that you may be familiar with some of the concepts I am covering today, but I hope to give you some additional tools, techniques, and ways of thinking about things that will help you refine and focus your leadership skills.
 - I will also be asking you to share your knowledge and experience with the rest of the class, so that you will all have the benefit of each other's experiences.
 - **INSTRUCTOR NOTE: Depending on the experience level of the class, you may want to emphasize the following points:**
 - I recognize that many of you are very experienced leaders and are familiar with many of the topics I will be covering today.
 - However, I hope to give you some additional tools, techniques, and ways of thinking about things that can help you refine and focus your leadership skills even further.
 - I will also be asking you to share your knowledge and experience with the rest of the class, so that you will all have the benefit of each other's experiences.



Terminal Learning Objective

Condition: Given an influence objective and a role play scenario

Action: Persuade a target to agree to carry out your requests

Standard: Success will be assessed by comparing your approach with expert-recommended approaches

6

Terminal Learning Objective

[Show Slide 6](#)

Talking Points

Here is the terminal learning objective for this course.

- ◆ Condition: Given an influence objective and a role play scenario
 - ◆ Action: Persuade a target to agree to carry out your requests
 - ◆ Standard: Success will be assessed by comparing your approach with expert-recommended approaches
-



Enabling Objectives

You Will Learn To...

- Plan an effective influence strategy to meet a variety of influence goals
- Use appropriate influence tactics to fit different situations
- Read others' reactions to your influence attempts to better understand their needs and motives
- Adjust your own approach as needed to be more effective and achieve a more favorable outcome

7

Enabling Objectives

[Show Slide 7](#)

Talking Points

This course will help you to better understand the relationship between social influence and leadership. Improving your social skills can help you to become a better leader.

- ◆ More specifically, by the end of this course you will be able to:
 - Plan an effective influence strategy to meet a variety of influence goals.
 - Use appropriate influence tactics to fit different situations
 - Read the others' reactions to your influence attempts to better understand their needs and motives.
 - Adjust your own approach as needed to be more effective and achieve a more favorable outcome.
-



The Importance of Influence

The Army defines leadership as “influencing people – by providing purpose, direction, and motivation—while operating to accomplish the mission and improving the organization”

-- FM 6-22

8

Importance of Influence

Show Slide 8

Allow a couple minutes of discussion for each point

Note responses on board or flip chart

- ◆ The Army defines leadership as “influencing people—by providing purpose, direction, and motivation—while operating to accomplish the mission and improving the organization.”
 - As you can see the concepts of leadership and influence are inextricably linked via the Army’s definition of leadership.
 - ◆ Why do you think the Army places such an emphasis on influence? Why is it so important?
 - ◆ *Encourage students to share their ideas.*
 - *Ensure the conversation includes this point: Effective influence means getting things done while preserving positive relationships that smooth the way to get things done effectively in the future.*
 - *Getting things done through others – regardless of their position within or outside the chain of command – is the essence of leadership.*
 - ◆ Can you think of anyone who you consider to be a very effective leader because of his or her ability to influence others?
 - ◆ *Encourage students to share personal examples.*
 - ◆ *Share a personal example of your own if appropriate to get the*
-

conversation flowing.

- ◆ What are some of the different reasons you might need to influence someone?
 - *Expected answers include:*
 - *To acquire information.*
 - *To acquire a physical object.*
 - *To get power or authority from the target to do something (e.g., permission from one's superior to implement a new program).*
 - *To get the target to do something or to help the influencer do something.*
 - *To change the target's attitude or opinion.*
 - *To get the target to go somewhere.*
 - *To get the target to buy or sell something.*
 - *To get the target to change an existing role relationship (e.g., enter into a partnership).*
 - *To get the target to change a personal habit or characteristic (e.g., quit drinking).*
 - *To get the target to take a risk or make a sacrifice.*
 - ◆ *Note that there are many different uses of influence that involve both short-term goals and long-term goals.*
 - ◆ What are the different types of people that you might need to influence?
 - *Expected answers include:*
 - *Subordinates*
 - *Peers*
 - *Superiors*
 - *Others outside of the Army and your control (e.g., HN personnel, OGA/NGO employees)*
 - ◆ *Note that influence is used with many types of people – just relying on formal authority structures won't always get you what you need.* Leading through inspiration and motivation often gets better results than reliance on formal authority alone. Even issuing a formal order won't always get results.
-



Potential Outcomes

- Short-Term
 - Compliance or refusal with the desired behavior
- Long-Term
 - Commitment to the desired behavior
 - Agreement with the reasoning behind the action
 - Building or maintaining respect, trust, or credibility for the influencer

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Potential Outcomes

Show Slide 9

Talking Points

There are a couple types of outcomes that may result from influencing someone.

- ◆ At a basic level, the effectiveness of any influence attempt is measured by whether or not the target complies with or refuses or resists the request.
 - This compliance or refusal with the desired behavior is considered to be the short-term outcome.
- ◆ However, it is also important to consider long-term outcomes because the consequences of the interaction will also affect future interactions between the influencer and the target.
 - To take these future interactions into account, the long-term outcomes include the following:
 - Commitment to the desired behavior.
 - Agreement to the reasoning behind the action.
 - Building or maintaining respect or credibility for the influencer.
- ◆ I will be referring to short-term compliance versus long-term commitment throughout the session today.

-
- I hope to provide you with additional knowledge and techniques to help you obtain both short-term compliance and long-term commitment toward your influence goals.
 - ◆ Why is commitment important?
 - *Expected answers include:*
 - *Getting commitment is not always necessary, but it can be important if the task is difficult to accomplish or if the target is likely to encounter barriers or obstacles to following through on your request.*
 - *If the target is committed to carrying out your request they are likely to persist and put forth extra effort even if faced with difficult challenges.*
 - *If the target is not committed he / she may ultimately fail in the face of consequences.*
-



Summary

People	Influence Goals	Outcomes
<ul style="list-style-type: none">•Influencer<ul style="list-style-type: none">•You!•Target<ul style="list-style-type: none">•Peers•Subordinates•Superiors•Others	<ul style="list-style-type: none">•Get something•Do something•Change habit, opinion, or relationship•Take risk	<ul style="list-style-type: none">•Short-term<ul style="list-style-type: none">•Compliance•Resistance•Long-term<ul style="list-style-type: none">–Commitment

10

Summary

Talking Points

Show Slide 10

- ◆ Before I move on, here's a summary of the information I just covered and some of the key terms I'll be using today.
- ◆ I will be referring to these terms and concepts frequently so I want to make sure that everyone is familiar with them.
 - For example, the people involved in an influence attempt are called the influencer (which is you) and the target of influence (which could be a peer, supervisor, subordinate, or someone else outside the chain of command).
 - Again, here are a couple examples of the reasons someone might influence a target (i.e., get something; do something; change habit, opinion, or relationship; take a risk).
 - Finally, I have the three potential outcomes of an influence attempt including:
 - Short-term outcomes (compliance and resistance).
 - Long-term outcomes (commitment).
- ◆ Any questions so far about the information I have covered?

Transition

- ◆ Now that we have discussed the importance of influence and how it is related to leadership, let's turn our attention to the
-

concept of social awareness.

- What do you think social awareness is?
- What does the concept of social awareness mean to you?

♦ *Expected answers are included on the following page.*



What is Social Awareness?

- Process by which an individual accurately perceives, analyzes, and evaluates a social interaction
 - Enables interpersonal adaptability
 - To adjust one's own behavior, one must have:
 - An awareness of oneself
 - An awareness of others in the interaction
 - An awareness of situational factors

11

What is Social Awareness?

Show Slide 11

Refer to any answers mentioned during the discussion on the previous slide

Talking Points

- ◆ We define social awareness as the process by which an individual accurately perceives, analyzes, and evaluates a social interaction.
 - The process of social awareness is a major component of interpersonal adaptability – being able to adjust your behavior to adapt to the situation to be more effective with others.
 - In order for a person to effectively adjust his or her own behavior when he or she is interacting with others, the person needs to have social awareness. This includes:
 - An awareness of oneself (such as your own goals).
 - An awareness of other parties in the interaction (such as their needs and motives and how they perceive you).
 - An awareness of other factors in the situation (such as cultural norms).



Importance of Social Awareness



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Importance of Social Awareness

Show Slide 12

Talking Points

Let's now focus on how social awareness is linked to both influence and leadership.

- ◆ We believe that the path to better influence skills is through better social awareness.
 - Specifically, by becoming more aware of the needs and motives of others in a social situation, you will have a better idea of how to approach them.
 - Also, you will be more in-tune with their reactions, so that you can gauge whether you are successful or not.
 - This will help you adjust your behavior, if needed, to get a better outcome.
 - Getting positive results from others is the essence of leadership.



Social Awareness and Influence Process



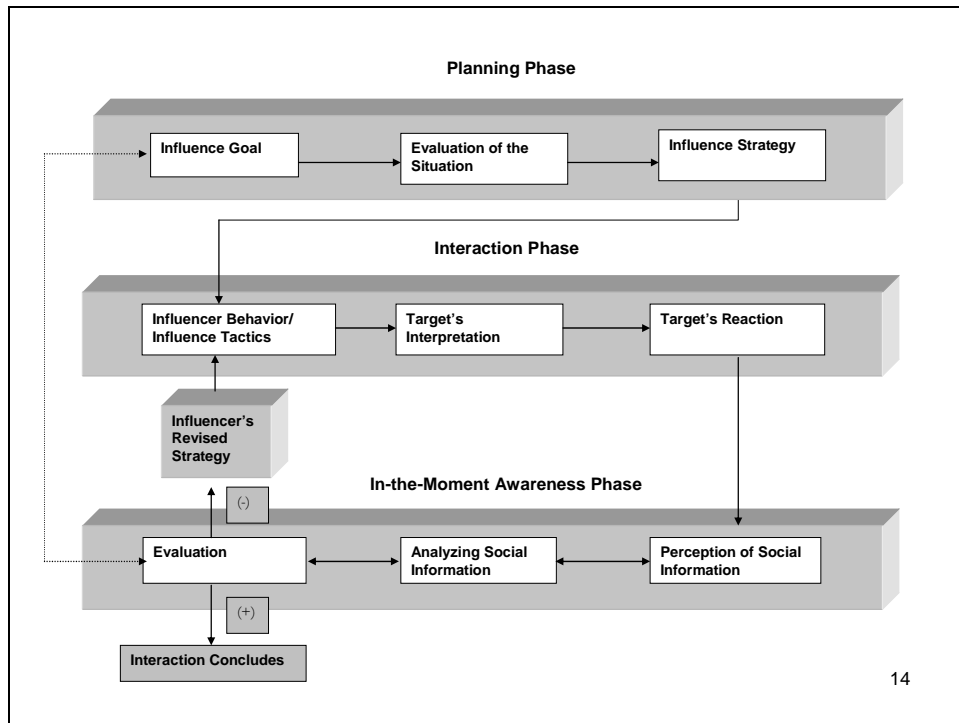
13

Transition – Social Awareness & Influence Process

Talking Points

We've discussed leadership, influence, and social awareness at a broad level, but now let's look more closely at how this process works and how you can get better at it.

[*Show Slide 13*](#)



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Model of Social Awareness

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Refer students to the "Model of Social Awareness in the Context of Leader Influence" handout in Handbooks (p. 2)

Talking Points

- ◆ More specifically, I am going to focus on how this process works in the context of a leadership influence attempt. I want to outline the steps in this process.
- ◆ There are three phases to the process: what you do before the interaction, *the planning phase*, what you and your influence target do during the interaction, *the interaction phase*, and how your brain processes information during this interaction, *the in-the-moment awareness phase*.
- ◆ Each of these phases contains a series of steps.
 - Although each phase of the model is illustrated as a distinct event, in reality these steps often occur automatically and nearly at the same time.
 - For example, the activities during the awareness phase are likely to occur quickly and at almost the same time.
 - However, to ease understanding of the model, each of the steps is presented separately.
- ◆ I will be using the three phases of the process as a framework for the training session.
 - We will be walking through each step in each phase.
 - At the end of each phase, we'll do a practice activity so you can apply what you learned during that particular phase.

Planning Phase

Influence Goal

Evaluation of the Situation

Influence Strategy

Interaction Phase

Influencer Behavior/
Influence Tactics

Target's Interpretation

Target's Reaction

Influencer's
Revised
Strategy

In-the-Moment Awareness Phase

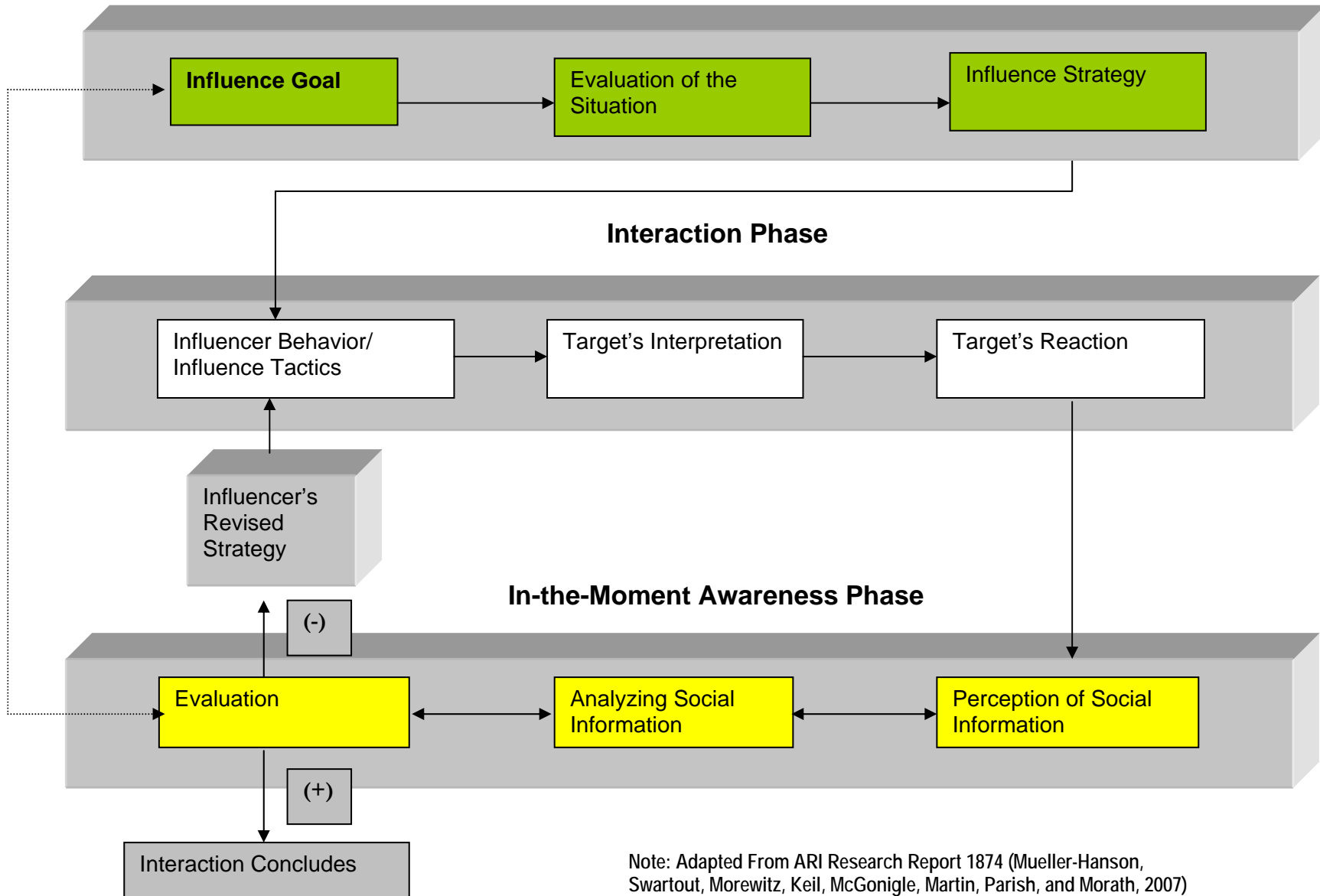
Evaluation

Analyzing Social
Information

Perception of Social
Information

Interaction Concludes

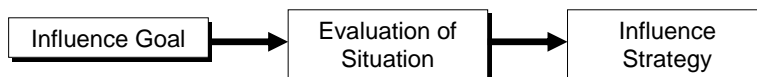
Note: Adapted From ARI Research Report 1874 (Mueller-Hanson, Swartout, Morewitz, Keil, McGonigle, Martin, Parish, and Morath, 2007)



Module 2: Planning Phase



Module 2: Planning Phase



15

Phase 1: Planning Phase

Talking Points

Show Slide 15

- ◆ Let's begin by taking a look at the first phase in the process, what happens before the influence attempt, or the planning phase.
- ◆ During this phase the influencer plans the influence attempt.
- ◆ This phase consists of three steps:
 - Identifying and setting a goal.
 - Evaluating the situation, including considering how situational factors might impact whether you can achieve your goal(s).
 - Selecting a strategy that takes your goal and situation into account.
- ◆ It's important to note that many day-to-day influence attempts may occur automatically and naturally without even thinking about it during the course of interactions with others. E.g., "please pass the salt."
- ◆ When do you think it might be important to take a more planful approach?
- ◆ *Expected answer: if the influencer anticipates resistance or the request is especially difficult.*



Influence Goal

- Types of goals:
 - To acquire something from the target
 - To get the target to do something for the influencer
 - To change the target's attitude, perspective, or habit
 - To get the target to change an existing relationship
 - To get the target to take a risk



Influence Goal Talking Points

Show Slide 16

- ◆ Let's talk about the first step: identifying and setting a goal.
- ◆ Why do you think it is important to have a goal?

Allow a couple minutes for discussion around each set of questions

- *Expected answers should include:*
 - *A goal provides focus in planning one's approach.*
 - *A goal serves as a reference point with which to measure progress toward achieving the goal.*

Types of goals are on page 4 of the Student Handbook

- ◆ There are several types of goals that individuals commonly pursue when attempting to influence others.
- ◆ Keep in mind that influence is only required to accomplish these goals if warranted by the situation.
 - For example, a simple request for information or action may not require influence if the request is straightforward and both parties agree that it's needed and appropriate.
- ◆ Some situations that would necessitate influence include,
 - The influencer and target have different or mutually exclusive goals.

-
- The request is difficult to accomplish.
 - The influencer and target have different perceptions of what is required in a given situation to best accomplish a goal.
 - ◆ Let's discuss the first type of goal—to acquire something from the target.
 - For example, to obtain information, a physical object, or get authority from the target to do something.
 - What might make this request difficult?
 - *Expected answers should include:*
 - *Giving an object up might be a hardship.*
 - *Giving information puts the person at risk.*
 - ◆ The next type of goal is to get the target to do something for the influencer.
 - Some examples of this type of goal include, getting help with a project, getting the target to go somewhere, or getting the target to buy or sell something.
 - What makes this request difficult?
 - *Encourage students to share their ideas.*
 - ◆ A third type of goal an influencer may have is to change the target's attitude, perspective, or habit.
 - Some examples of this type of goal might be to get the target to change a personal habit, such as quit drinking or to influence someone to see things from your point of view.
 - This type of goal usually is one of the hardest to achieve, however, if it is accomplished it tends to lead to long-term commitment from the target. It may also be necessary to change someone's attitude in order to get them to do something for you. Therefore, sometimes goals can work together.
 - Can you think of any particular examples from your experiences? (e.g., convince someone to seek help for a drinking problem).
 - *Encourage students to share their ideas.*
 - ◆ Another type of goal is to get the target to change an existing role relationship.
 - For example, the influencer might try to get the target to enter into a partnership with him or her or someone may need to convince a former peer to treat them like a superior after
-

receiving a promotion.

- Can you think of any particular examples from your experiences?

- *Encourage students to share their ideas.*

- ◆ The final type of goal listed is to get the target to take a risk or make a sacrifice.

- An example of this goal would be to get the target to do a task that is dangerous or potentially harmful.

- When might you need this type of influence?

- *Encourage students to share their ideas.*
-



Tips for Developing Influence Goals

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-Bound**



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Tips for Developing Influence Goals

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Talking Points

- ◆ Clearly defining your goal is important because it can help you develop a better influence strategy.
- ◆ I want to review some of the characteristics of effective goals.
 - Specific – Clearly state what you need to achieve.
 - Measurable – Define success in terms of quality or quantity.
 - Achievable – Ensure that the goal can realistically be achieved.
 - Relevant – Make sure that the goal is meaningful and related to a higher purpose, such as accomplishing the mission.
 - Time-Bound – Choose a specific deadline for your goal.
- ◆ Example of SMART goal: I want to persuade Sergeant Jones to acknowledge the problems with the current PT program and to agree to make appropriate changes within the next month.
- ◆ In sum, the first step in the planning phase is to select an influence goal.

It's critical to have a clear goal to help focus your energy and give you a benchmark to measure progress. If necessary, you may need to break a larger goal into a few smaller ones.



Evaluation of Situation



18

Evaluate of the Situation

Show Slide 18

An outline of these characteristics is on page 5 in the Student Handbook

Talking Points

- ◆ After the goal has been identified, the influencer then needs to evaluate the situation.
 - This evaluation can help guide the selection of an influence strategy.
 - Again, I want to point out that this step in the process may be largely automatic.
 - For example, an influencer may not stop to explicitly review all available information about the environment before selecting an influence strategy.
 - However, deliberate consideration of these factors may be important for success in specific situations, such as when you expect or detect resistance to the influence goal.
- ◆ As the influencer, you may consider characteristics of the following factors, including:
 - The *influence goal*.
 - Need to clearly define what you want to happen.
 - How will you know if you have reached your goal?

-
- You may also think about the *task*.
 - For example:
 - How desirable is the task?
 - How dangerous or difficult is it?
 - You also may want to consider characteristics of yourself, as the *influencer*.
 - Which sources of power do you hold?
 - Which influence tactics are you most skilled in using?
 - Your characteristics – What strengths can you leverage in this situation?
 - The *target* is another factor involved when evaluating the situation.
 - Who is the target?
 - What kind of person is the target?
 - What is the target's status (e.g., rank, civilian)?
 - What is the target's relationship to you?
 - Is the target the best person to carry out this task?
 - What have your interactions been like in the past?
 - Does the target already believe in your message?
 - You also should evaluate the *situation* itself, such as:
 - Climate, terrain, time constraints, etc. that may impact your success.
 - The cultural norms and cultural expectations for the society how the interaction should occur.
 - I will discuss culture in more detail in the next section.
-



Practice Activity

- Directions:
 - Read background and answer the questions
 - Share your answers with the class



19

Practice Activity

Show Slide 19

Refer students to "Practice Activity: Clean Up Crew—Part 1" in their handbooks. (page 6)

Talking Points

- ◆ Before I go on to discuss the impact culture can have on an influence attempt, let's first do a brief practice activity.
- ◆ The purpose of this exercise is to help you practice identifying influence goals and important situational characteristics you should consider when planning your influence attempt.
- ◆ This is part 1 of a case study that we'll be discussing today.
- ◆ Please take a couple minutes and read through the background information.
- ◆ Next, answer the two questions at the bottom of the page.
- ◆ Once everyone has finished we'll discuss your answers.

Facilitation

- ◆ *Give the students a few minutes to read through the information and answer the questions.*
 - ◆ *Spend a few minutes discussing the student's thoughts and answers regarding the case study.*
 - ◆ *Goal is to get students thinking about how to frame goals and what to consider in generating goals.*
 - ◆ *Expected answers are on the following page.*
-

PRACTICE ACTIVITY

CLEAN UP CREW—PART 1

Directions:

- Read background information
- Record your answers to the following questions
- Share your answers with the rest of the class

First Lieutenant Miller felt a gnawing pain in his stomach as he thought about the last six weeks. Ever since his unit arrived in Ubaydi, things had gone from bad to worse. The town, a small Iraqi hamlet close to the Syrian border, was in chaos. There were piles of rubble and debris blocking the streets and providing ideal locations for insurgents to plant IEDs. Attacks from IEDs were on the rise, and his unit had already lost 10 Soldiers as a result. Although his platoon has done a good job earning the trust of the civilians in the area, thus far they had not been able to gather any meaningful intelligence to help identify the attackers. In a desperate attempt to gain some control of the situation, it was decided that a massive street clean up effort would be undertaken to clear the debris in the streets in the hope that this would cut down on IED attacks. In support of this plan, 1LT Miller had been ordered to recruit and hire 30 Iraqi civilians to clean up the streets.

It wasn't that 1LT Miller disagreed with the order. The plan was necessary to prevent IED attacks. He just didn't think he could make it happen. Higher had only approved paying the civilians 14,000 Iraqi Dinars a day (just over \$10), which was the going rate for civilian labor. However, the civilians that 1LT Miller had already talked to scoffed at that amount. As one of his best contacts, Khalid, had told him "I am sorry my friend, but you know how it is. Why should we risk ourselves when we can get the same money doing safe work like rebuilding the school? What would happen to my wife and children if I got hurt? Who would take care of them then?" Privately, 1LT Miller had to agree with Khalid; a job this dangerous was worth at least twice what the Army was willing to pay.

1LT Miller was not usually one to question an order, but in this case he felt that he had to speak up. He decided that he had to talk to his commander, CPT James, and convince him to agree to advocate for better wages. They had worked together for almost six months and 1LT Miller thought they had a good relationship. He felt the Captain could be made to see reason. However, CPT James was known for being hard nosed and stubborn at times, but was usually quite reasonable when given sufficient rationale and facts to back a request up. 1LT Miller thought if he could explain the difficulty of this task, CPT James would have no other choice but to listen. Feeling suddenly confident and energized, he made his way toward the Captain's office.

Influence Goal. What is 1LT Miller's influence goal?

— *Expected answers might include:*

- *Convince CPT James to double the wage allotted for the clean up crew job.*
- *Convince CPT James to offer some other benefit (non-monetary) to help recruit/hire Iraqi civilians for the clean up crew job.*

Evaluation of the Situation. What are some of the factors 1LT Miller should consider when evaluating the situation?

— *Expected answers might include:*

- *CPT James is higher ranking, hard nosed and stubborn, but reasonable if given sufficient information.*
- *How can the good relationship and past interactions be leveraged during the influence attempt?*
- *What are the implications of not paying the civilians more (i.e., unable to recruit the desired number of Iraqis, damage the LT's relationship with local Iraqis, etc.)?*
- *What are CPT James' needs and motives in this situation (e.g., pressure from higher)?*



Cultural Considerations

- Assertiveness
- Individualism/Collectivism
- Avoiding Uncertainty
- Power Distance
- Gender Equality



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Cultural Considerations

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Talking Points

INSTRUCTOR'S NOTE: Please see the additional references included in the "Overview" section of this Handbook for additional resources discussing research related to culture.

Allow a couple minutes for discussion

Now let's turn our attention to one of the most important situational characteristics to consider—the cultural context.

- ◆ Cultural norms are very important to consider when planning an influence attempt, especially when interacting with people from cultures different than yours.
- ◆ How important are these considerations for today's missions?
 - *Encourage students to share their ideas.*
- ◆ Can you think of a specific time when cultural factors impacted your ability to influence someone?
 - *Encourage students to share their ideas.*
 - *Refer back to any responses give during the previous discussion.*
- ◆ There has been a considerable amount of research done on the topic of culture, specifically involving cross-cultural differences.

-
- Learning more about these differences can help you better understand the attitudes and behaviors of people from different cultures. This cultural awareness can provide you with improved insight into how you are perceived by others.
 - Much of the research on culture seeks to describe the characteristics of individuals from different backgrounds. Many of these characteristics are focused on relationships and expectations for how people within a society are expected to interact with one another.
 - ◆ Resent research has shown that cultures differ from each other in several ways. Five ways that cultures differ are:
 - Assertiveness,
 - Individualism/Collectivism,
 - Avoiding Uncertainty,
 - Power Distance, and
 - Gender Equality.
 - ◆ There are other factors as well, but unfortunately, we don't have time today to discuss the implications of every cultural dimension.
 - For our purposes, I am focusing on these 5 dimensions because they are likely to have the most impact of influencing others.
 - In your guide, there is a section called "Cross-Cultural Differences" that has information on these as well as several other dimensions.
 - This section provides an overview of each of the dimensions, including:
 - The societies that are ranked high and low on the dimension and the values and practices those societies tend to have pertaining to that specific dimension.
 - Note that the countries are grouped into regions (e.g., Southern Asia, Anglo, Middle East).
 - These groupings were based on geographic location and other cultural/historical variables.
 - For your reference, the U.S.A. is grouped into the Anglo region, but for each dimension I have footnoted how the U.S.A. (as an individual country) ranks on that particular dimension.
 - Also, please keep in mind that this is some general
-

Refer students to the "Cross-Cultural Differences" section of their handbooks (starting on page 7).

Direct students to consider how each of these dimensions relates to influence.

Emphasize that students should take notes about how these dimensions

*related to
influence.*

information about common cultural differences.

- It should be noted that specific countries in these regions as well as individuals in those countries may differ depending on their own specific values, practices, and situations. However, knowing more about similarities within a culture can still be useful.

- You'll also notice that I have provided you with space at the bottom of each dimension to fill in any implications I discuss that the dimension may have on influence.

- ◆ I also want to note that I recognize that many of you have been overseas and have interacted with individuals from various cultures.

- Today, I'm hoping to give you some additional knowledge about how cultures differ in order to assist you in making decisions about the best way to influence others.
- I also hope that as I discuss these cultural dimensions you will share any insights you have gained from your own experiences interacting with people from different cultures.

- ◆ Before I start discussing the first dimension, I want you to fill out a short self-assessment about where you think you personally rank on each dimension.

- ◆ You will be able to refer to the assessment and compare yourself to the other regions and countries as we discuss each cultural dimension.

- Please take a few minutes to go through the self-assessment.
- As the directions state, place an "X" to represent where your own personal beliefs and values fit on each continuum.
- The definition of each dimension has been provided, but please use your student handbook as a reference as well, if necessary.

*Refer students to
the "Cultural
Dimensions:
Self-
Assessment"
section of their
handbooks
(pages 8-9)*

- ◆ *Note: facilitate a brief discussion on their reactions to this tool.*
 - ◆ *Do you think you are pretty typical of most Americans?*
 - ◆ *How might these beliefs and values impact how you deal with others?*
 - ◆ *As we move through this discussion – you can compare where you are with typical Americans and those of other countries that you may work with.*
-

Cultural Dimensions: Self-Assessment

Directions: Place an “X” to represent where your own personal beliefs and values fit on each continuum.

Assertiveness: Degree to which individuals are direct, confrontational, and aggressive in social relationships.



Individualism: Degree to which members of a society have loose ties to each other and look after themselves before looking after the group.

Collectivism: Extent to which members of a society take pride in membership in small groups such as their family, close circle of friends, and their community.



Avoiding Uncertainty: Extent to which people seek orderliness, consistency, structure, formalized procedures, and law to cover situations in their daily lives.



Power Distance: Extent to which a community maintains inequality among its members by stratification of individuals and groups with respect to power, authority, prestige, status, wealth, and material possessions.



Gender Equality: Degree to which a society minimizes gender role differences while promoting gender equality.





Assertiveness

- Degree to which individuals are direct, confrontational, and aggressive in social relationships
 - Countries **high** on assertiveness:
 - Germany, Netherlands, Switzerland
 - U.S.A.
 - Countries **low** on assertiveness:
 - China, Japan, South Korea
 - Denmark, Finland, Sweden

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Assertiveness Talking Points

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More information on these dimensions is on pages 10-17 of the Student Handbook

Let's begin with the first dimension, assertiveness.

- ◆ This dimension refers to the degree to which individuals are direct, confrontational, and aggressive in social relationships.
- ◆ Germanic Europe, as a region, tends to rank high on assertiveness. In addition, the U.S. (as an individual country) is also very high on this dimension.
 - These societies tend to have a “can-do” attitude and value competition. They have sympathy for the strong and the winner.
- ◆ Asian countries, and Nordic Europe, which includes Denmark, Finland, and Sweden, tend to be ranked low on the assertiveness dimension.
 - These societies tend to prefer warm and cooperative relations. They have sympathy for the weak and emphasize loyalty and solidarity.
- ◆ From your own experiences, have you noticed a difference in the level of assertiveness between cultures?
 - *Encourage students to share their ideas.*

Allow a couple minutes for

discussion

- ◆ Consider a situation in which you needed to influence someone from a culture that is *low* in assertiveness.
 - How might this impact the way in which you would influence them?
 - *Encourage students to share their ideas.*
 - *Use the following points to help further the discussion:*
 - *You may want to approach them in a way that was non-confrontational and indirect.*
 - *You may want to encourage a two-way conversation about the situation versus a one-way conversation.*
 - *People from societies low in assertiveness prefer a highly involved dialogue with much discussion about the subject.*
 - *The end goal for them is not just deliverable results but better relations among the parties.*

INSTRUCTOR NOTE: Middle Eastern countries often fall in the middle of this dimension.



Individualism/Collectivism

- Individualism:
 - Degree to which members of a society have loose ties to each other and look after themselves before looking after the group
- Individualist countries:
 - U.S.A., England, Australia, Germany, Sweden
- Collectivism:
 - Extent to which individuals emphasize membership into small groups such as their family, close circle of friends, and their community
- Collectivist countries:
 - Japan, India, Egypt, Kuwait, Turkey, Brazil, Mexico

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Individualism/Collectivism

Talking Points

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The next cultural dimension we are going to discuss is individualism/collectivism.

- ◆ Individualism is the degree to which members of a society have loose ties to one another and individuals look after themselves before looking after the group.
- ◆ Collectivism refers to the degree to which individuals express pride, loyalty, and cohesiveness in their families, close circle of friends, their community, and their organization.
- ◆ Some of the regions in the world that tend to be more individualistic are the Anglo region, which includes the U.S., Canada, England, Ireland, and Australia and the Germanic and Nordic parts of Europe.
 - These societies tend to value autonomy and individual freedom.
 - Rewards are based on individual performance because self-interest is more strongly valued than the collective good.
- ◆ In contrast, some of the regions in the world that tend to be more collectivist include Asia, the Middle East, and Latin America.

-
- In these societies harmony and cooperation are paramount.
 - Rewards are designed to recognize the group and not the individual.
 - Individuals tend to prefer similarity to others rather than distinctiveness.
 - They are motivated by other members' satisfaction and cooperation rather than individual autonomy and achievement.
 - Family members and friends in these societies tend to have strong expectations from each other.
 - For example, taking care of their family and friends' needs and satisfying their expectations is critical to each individual.

Allow a couple minutes for discussion

- ◆ What have been some of your own experiences interacting with individuals from a collectivist society?
 - *Encourage students to share their ideas.*
 - ◆ Consider a situation in which you needed to influence someone from a country that values collectivism.
 - How might this impact the way in which you would influence them?
 - *Encourage students to share their ideas.*
 - *Use the following points to help further the discussion:*
 - *You may need to focus on group cohesion and harmony.*
 - *Using language that is softer and indirect will more likely be well received.*
 - *Using language that may lead to discomfort or conflict should be avoided.*
 - *You also may want to use a very involved communication process, with a great deal of discussion; the process may be perceived as more important than the content.*
 - *You may need to ensure you've taken the time to gain consensus; you may need to help the target build consensus.*
-



Avoiding Uncertainty

- Extent to which members seek orderliness, consistency, structure, and laws to cover situations in their daily lives
 - Countries **high** on avoiding uncertainty:
 - Germany, Netherlands, Switzerland
 - Countries **low** on avoiding uncertainty:
 - Egypt, Kuwait, Qatar, Turkey, Brazil, Mexico
 - U.S.A ranks in the **middle**

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Uncertainty Avoidance

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Talking Points

The third cultural dimension we will discuss is avoiding uncertainty.

- ◆ This dimension refers to a society's reliance on social norms and procedures to alleviate the unpredictability of future events.
- ◆ It refers to the extent to which members seek orderliness, consistency, structure, formalized procedures, and laws to cover situations in their daily lives.
- ◆ Germanic and Nordic Europe, which includes Denmark, Finland, Germany, and the Netherlands, are a couple regions that are ranked high on avoiding uncertainty.
 - These societies have a stronger tendency toward orderliness and consistency, structured lifestyles, clear specification of social expectations, and rule and laws to define situations.
- ◆ The Middle East and Latin America are a couple regions in the world that are ranked low on avoiding uncertainty.
 - These societies have a strong tolerance for ambiguity and uncertainty.
 - People from these areas are used to less structure in their lives and are not as concerned about following rules and

Allow a couple minutes for discussion around for each question

procedures, especially when it comes to business relations.

- ◆ Note that the United States (as an individual country) ranks in the middle on this dimension.
 - ◆ Consider a situation in which you needed to influence someone from a country that was *high* on avoiding uncertainty.
 - How might this impact the way in which you would influence them?
 - *Encourage students to share their ideas.*
 - *Use the following points to help further the discussion:*
 - *Your communication to the target should be clear, explicit, and based on hard facts.*
 - *The message should contain rules and procedures about how to get things down.*
 - *The process of the communication should be structured and formal.*
 - *For example, you may want to plan the meeting well in advance and have a clear agenda for the conversation.*
 - ◆ Now consider a situation in which you needed to influence someone from a country that was *low* on avoiding uncertainty.
 - How might this impact the way in which you would influence them?
 - *Encourage students to share their ideas.*
 - *Use the following points to help further the discussion:*
 - *You may want to focus more on the target's values instead of giving them hard facts and figures.*
 - *The process of the communication should be less structured and more informal.*
 - *For example, you may need to quite flexible in the planning and structure of the meeting with the target.*
-



Power Distance

- Degree to which members of a society expect power to be unequally shared
 - Countries **high** on Power Distance:
 - Egypt, Kuwait, Qatar, Turkey, Nigeria, Zambia
 - Countries **low** on Power Distance:
 - Germany, Netherlands, Switzerland
 - U.S.A ranks in the **middle**

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Power Distance Talking Points

Show Slide 24

The fourth cultural dimension we will discuss is power distance.

- ◆ This dimension is defined as the degree to which members of a society expect power to be unequally shared.
 - It represents the extent to which a community maintains inequality among its members by stratification of individuals and groups with respect to power, authority, prestige, status, wealth, and material possessions.
 - It also reflects the establishment and maintenance of dominance and control of the less powerful by the more powerful.
- ◆ The Middle East and Sub-Saharan Africa, which includes Namibia, Nigeria, Zambia, and Zimbabwe, are a couple regions that are ranked high on power distance.
 - These societies tend to expect obedience towards superiors and clearly distinguish between those with status and power and those without it.
 - For example, individuals are differentiated into classes based on several criteria and upward mobility is very limited.
- ◆ Nordic and Germanic Europe are a couple regions in the world

that are ranked low on power distance.

- These societies tend to expect less differentiation between those with power and those without.
- They tend to have a large middle class with high upward mobility.

◆ Note that the United States (as an individual country) ranks in the middle on this dimension.

◆ Have you had any experiences with individuals from a society that was high in power distance?

- Did this make your interaction difficult or easy?
- *Encourage students to share their ideas.*

◆ Consider a situation in which you needed to influence someone from a country that was ranked *high* on power distance.

- How might this impact the way in which you would influence them?
- *Encourage students to share their ideas.*
- *Use the following points to help further the discussion:*
 - *If you are perceived as someone with less power or status than your target you may want to be careful in your approach.*
 - *For example, you may want to align yourself with someone of equal or greater power than your target to help give yourself additional power.*
 - *If you are perceived as someone with more power or status than your target you may want to be careful about the amount of input or feedback you solicit from the target.*
 - *Individuals from these societies sometimes perceive this type of upward feedback as impolite or disloyal.*
 - *In addition, if you are in a position of power your target may be less likely to show their true concerns if they disagree with you.*
 - *You may want to pay extra attention to ensure you understand the target's perspective.*

Allow a couple minutes for discussion for each question



Gender Equality

- Degree to which a society minimizes gender role differences while promoting gender equality
 - Countries **high** in Gender Equality:
 - Hungary, Poland, Russia, Denmark, Finland, Sweden
 - Countries **low** in Gender Equality:
 - Egypt, Kuwait, Morocco, Qatar, Turkey
 - U.S.A ranks in the **middle**

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Gender Equality Talking Points

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The last cultural dimension we will discuss is gender equality.

- ◆ This dimension is defined as the degree to which a society minimizes gender role differences while promoting gender equality.
- ◆ Eastern (e.g., Hungary, Poland, Russia) and Nordic (e.g., Denmark, Finland, Sweden) Europe are a couple regions that are ranked high on gender equality. These societies tend to:
 - Have more women in positions of authority,
 - Accord women a higher status in society,
 - Afford women a greater role in community decision making,
 - Have a higher percentage of women participating in the labor force,
 - Has less occupational sex segregation,
 - Have higher female literacy rates, and
 - Have similar levels of education of females and males.
- ◆ The Middle East (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey) is a region in the world that is ranked low on gender equality.

*Allow a couple
minutes for
discussion for
each question*

These societies tend to:

- Have women in fewer positions of authority,
 - Accord women a lower status in society,
 - Afford women no or a smaller role in community decision making,
 - Have a lower percentage of women participating in the labor force,
 - Have more occupational sex segregation,
 - Have lower female literacy rates, and
 - Have a lower level of education of females relative to males.
- ◆ Note that the United States (as an individual country) ranks in the middle on this dimension.
 - ◆ Have you had any experiences with individuals from a society that was low in gender equality?
 - Did this make your interaction difficult or easy?
 - *Encourage students to share their ideas.*
 - ◆ Consider a situation in which you needed to influence someone from a country that was ranked *low* on gender equality.
 - How might this impact the way in which you would influence them?
 - *Encourage students to share their ideas.*
-



Influence Strategy

- General plan or approach for influencing the target
- Factors to consider:
 - Nature of influencer-target relationship
 - Sources of power



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Influence Strategy

Show Slide 26

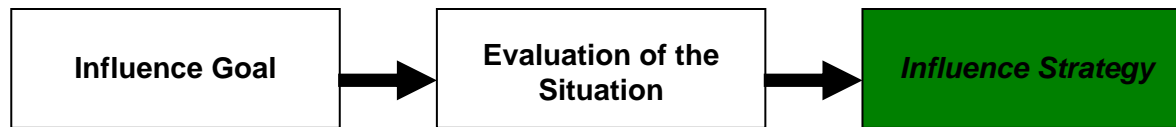
Talking Points

Now that we have discussed the first two steps in the planning phase, the influence goal and evaluation of the situation, let's turn our attention to the final step of the phase—the influence strategy.

- ◆ The influence strategy is the influencer's general plan or approach for influencing the target.
 - For example, you may decide to approach the target by getting them to think your influence goal is their idea.
 - Another example might be that you decide to approach the target by providing all of the facts and rationale related to your goal and then if all else fails you will order the target to do what you want.
- ◆ In this section, we are going to discuss a couple factors you should think about when selecting the strategy and also give you some tips to help you make those decisions.
- ◆ Keep in mind that the situational factors we just discussed will have a direct and significant impact on the influence strategy.
- ◆ One of the most important factors to consider when selecting a strategy is:

Refer students to the “When Selecting A Strategy, Consider...” sheet in their handbook (page 18)

- The nature of the relationship between you and the target.
 - Your past interactions with the target will likely have a substantial impact on the degree to which you can successfully influence the target.
 - For example, if you have built up a sufficient level of trust with the target, you will have an easier time gaining compliance and commitment from the target.
 - ◆ In your experience, have you had a leader you trusted so much you would do whatever he or she asked without questioning it?
 - ◆ *Encourage students to share their ideas.*
 - ◆ The second factor that is critical to consider when selecting a strategy is:
 - The types of power that you can bring to bear during the influence interaction.
 - ◆ Take a look at the tip sheet called “When Selecting A Strategy, Consider...” in your student handbook.
 - ◆ **INSTRUCTOR NOTE:** There is a subtle but important conceptual distinction between influence and power. As discussed, influence is the process of changing the attitudes, beliefs, or behaviors of a target. Power refers to the capacity of an individual to influence another individual (a target); power is the capacity an individual has to influence another. As such, influence tactics refer to the ways in which an individual can go about influencing a target while power refers to the capacity of the individual to be able to influence a target using those tactics.
-



WHEN SELECTING A STRATEGY, CONSIDER...

Categories of Power	Sources of Power		Relationship with Target	Potential Strategies
Position Power Power you have because of your rank (e.g., military), social rank (e.g., member of influential family), job (e.g., doctors), etc.	Legitimate	You have the authority to make decisions and demands	<ul style="list-style-type: none"> Target must be aware of your rank or status and recognize your authority to make decisions and demands You have not overused this technique in the past 	Rely on your rank or status to issue orders, make decisions, etc.
	Rewards	You have the ability to give the target positive outcomes and rewards	<ul style="list-style-type: none"> You know what is beneficial to the target and have the ability to offer something of value to him/her Target trusts you and believes that you will come through on the agreement 	Promise positive outcomes or benefits (e.g., money, food, medicine) to obtain the influence goal
	Coercion	You have the ability to essentially force the target to comply	<ul style="list-style-type: none"> You know what the target values and would not want to have taken away from him/her You have not overused this strategy in the past 	Use negative outcomes (e.g., threaten punishment, withhold resources) to obtain the influence goal
Personal Power Power you have in the absence of any formal rank or position (e.g., expertise about a particular topic, personal charisma that motivates others to listen to you).	Referent	Target identifies and seeks to associate with you	<ul style="list-style-type: none"> You have knowledge of the target's values, ambitions, goals, etc. You are aware that the target seeks to associate with you 	Appeal to target's aspirations or explain how request benefits target as an individual
	Expertise	You have expertise in specific area or topic	<ul style="list-style-type: none"> Target believes you are an expert You know that your expertise or success in the area is greater than that of the target's 	Rely on your expertise or past success in a relevant area or topic
	Informational	You have access and knowledge of compelling information, evidence, or facts	<ul style="list-style-type: none"> Target believes you have access to quality information You know that the target is a rational person and responds well to hard facts and evidence You know that you have more facts and evidence than the target does 	Use factual evidence to support your influence goal



Sources of Power



POSITION



PERSONAL

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Sources of Power

Talking Points

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Let's look at the sources of power that you can use to help you influence your target.

- ◆ What does the phrase “sources of power” mean to you in the context of influencing someone?
 - ◆ *Encourage students to share their ideas.*
 - *Expected answers may include:*
 - *Sources of power refer to the way in which one is perceived by another.*
 - ◆ We grouped the sources of power into two categories, position power and personal power.
 - ◆ Position power refers to the power you have because of your rank (as in the military), or your social rank (e.g., being a member of an influential family), or even your job (e.g., doctors may have certain powers even though others technically outrank them). *What you are – what position of authority you hold.*
 - ◆ Personal power refers to the power you have in the absence of any formal rank or position.
 - For example, it might be the power you have from your
-

expertise about a particular topic or personal charisma that motivates other to listen to you. How you act – the power a person brings to a situation such as expertise that reflects their actions regardless of what position they may hold.

- ◆ Many of you have some level of power based upon your current rank.
 - However, you can only get personal power by demonstrating effective personal characteristics.
- ◆ As previously stated, the strategy you choose will largely be based on the sources of power that you hold.
- ◆ Additionally, you may have different sources of power based on the specific situation.
 - Power is in the eye of the beholder, and you only have power if others perceive that you have it.
 - For example, some people may not recognize your rank, your expertise, etc., and your influence with these individuals will be more limited.
- ◆ Can you think of some situations where you may **not** want to rely on position power?
- ◆ *Encourage students to share their ideas.*
 - *Expected answers may include:*
 - *When you want to get “buy in” from your target.*
 - *If you do not have a lot of trust and respect built up with the target.*



Potential Sources of Power

- Position Power:
 - Legitimate
 - Reward
 - Coercive
- Personal Power
 - Referent
 - Expert
 - Informational



Potential Sources of Power

Show Slide 28

Talking Points

Now let's discuss a few specific sources of power related to position and personal power.

- ◆ Throughout this discussion we'll refer the perceptions or beliefs the target must hold about you (the influencer) for specific sources to be useful.
 - The target's beliefs about you are very important; that is why we continue to emphasize the need to think about your relationship with the target.
- ◆ When selecting your strategy it is critical that you identify your own sources of power in reference to the particular situation.
 - Remember that the most important factor that will help you correctly identify the source is to think about the type of relationship you have with the target.
- ◆ Here are three sources of power related to position power:
 - The first source is called legitimate.
 - This refers to when the target recognizes your authority to make decisions and demands.
 - If this is true, you would be able to rely on your status or

rank to get the target to comply.

- The second source related to position power is rewards.
 - This refers to your ability to give positive outcomes, such as time-off, bonuses, promotions, etc.
 - If you are in a position to give the target some type of reward you could use this in exchange for compliance with your goal.
 - The third source is coerciveness or threats.
 - This refers to your ability to give negative outcomes, such as threatening punishment or withholding of resources.
 - Although I do not recommend this strategy, it can be used as a last resort.
 - ◆ Here are three sources related to personal power:
 - The first strategy is called, referent.
 - This refers to the extent to which the target identifies and seeks to associate with you (e.g. athletes).
 - In this context, you could appeal to the target's goals and ambitions or explain how your request would personally benefit the target.
 - The second strategy related to personal power is expertise.
 - This refers to the target's belief that you have the expertise to make reasonable requests. The key is to have more expertise than your target.
 - In this situation, you could achieve your influence goal by using your expertise in a certain area or prior success with the target.
 - Example: Patients will often take medicine prescribed by a physician without asking for any explanation. The physician is recognized as an authority on medicine and thus their advice is sought and received based upon the perception that they have expertise in this area.
 - The third strategy is informational.
 - This refers to the target's belief that you have access to quality information.
 - You could use this strategy by providing the target with factual evidence to support your request.
 - This involves control over information. This can involve access to the information or control over how information
-

is distributed.

- Example: An individual can gain informational power by assuming more responsibility for collecting, storing, and communicating information. When that information is needed for a decision, that individual would then likely be invited to be involved in making that decision.

 - ◆ To summarize, in order to select the most effective influence strategy you must consider both the nature of your relationship with the target and the appropriate sources of power available to you.
-



Practice Activity

- Directions:
 - Read background information and discuss your answers to the questions
 - Come to a group consensus
 - Share your group's answers with the class



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Practice Activity

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*Refer students to
"Practice Activity:
Planning Phase"
(page 19)*

Talking Points

Before turning our attention to phase 2 of the social awareness and influence process, let's first do another brief practice activity to apply what you've learned from the first phase.

- ◆ Here is how this activity is going to work.
 - We'll break up into groups of three or four and give you 10 minutes to read the story and discuss your answers.
 - Then come to a consensus about your answers as a group.
 - After you've reached a consensus I am going to have each group share their answers with the rest of the class.
 - Note that it might be helpful to use the handouts from the last section.
 - ◆ Any questions before we begin?
 - ◆ *Break the students up into groups of three or four.*
 - ◆ *Allow 10 minutes for the groups to discuss their answers and when time is up, have each group share their responses to the questions.*
 - ◆ *Have the students provide some rationale behind their choices.*
 - ◆ *Use the expected answers for each question provided on the*
-

following page to help facilitate the group discussion.

- ◆ **INSTRUCTOR NOTE:** *The purpose of this exercise is to help participants begin to apply the principles that have been discussed to this point in the workshop. Specifically, this discussion should focus on (1) helping participants to effectively generate an influence goal, (2) correctly identify factors in the situation that should be considered, and (3) correctly identify possible influence strategies that would be most likely to be effective given the situational factors that have been identified.*
-

PRACTICE ACTIVITY

PLANNING PHASE

Directions:

- Read background information and discuss your answers to the following questions
 - Come to a group consensus about your answers
 - Share your group's answers with the rest of the class
-

You are a squad leader and you and your squad have been located near a town in Iraq for almost a year. You and your senior NCOs have put forth a tremendous amount of effort to build rapport with numerous civil and religious leaders in the community. However, insurgent activity in the town and surrounding areas is currently on the rise. You have received intelligence that some insurgents may be stockpiling weapons at one of the town's mosques. You are surprised by this information because you felt you had built a trusting relationship with the mosque's Imam. You know that the most efficient thing to do is search the mosque for the weapons, but you are afraid that you might strain the relationship you've built with the Imam and the locals. Your squad has become noticeably more anxious, and your senior NCOs disagree on the exact approach for tackling the situation. One of your senior NCOs wants to go ahead and search the mosque, but the other NCO thinks it is very important to get the Imam's permission first.

Influence Goal. What should the influence goal be?

- *Expected answers might include:*
 - *Get the Imam to willingly agree to let you search the mosque.*
 - *Get your squad to be less anxious.*
 - *Get the reluctant NCO on board with your plan.*

Evaluation of the Situation. What are some of the factors you should consider when evaluating the situation?

- *Expected answers might include:*
 - *What are the implications if weapons are being stockpiled inside the mosque?*
 - *What will be the reaction of the townspeople if your squad searches the mosque?*
 - *How strong is the relationship between you and the civil and religious leaders in the community?*

- *How accurate is the intelligence that indicates the weapons are in the mosque?*
- *What is your past experience with the Imam?*
- *How dangerous will searching the mosque be?*
- *How are the cultural norms of the targets different and how will that affect the strategy?*
- *How important it is to have your senior NCOs committed to a single strategy?*
- *What will help reduce the squad's anxiety?*
- *What sources of power do you have with the Imam and also with your NCOs?*

Influencer Strategy. What should your initial influence strategy be to influence the target(s)?

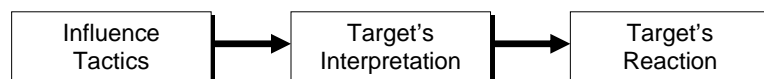
– *Expected answers might include:*

- *Encourage the Imam to act in the interest of maintaining a relationship based on trust and loyalty.*
- *Encourage some form of informal reciprocity or exchange with the Imam.*
- *Appeal to another trusted member in the community to informally ask the Imam for permission to search the mosque.*
- *Highlight your expertise, status, or past performance in situations similar to this situation to bolster support from your senior NCOs and alleviate anxiety within your squad.*
- *Engage any behaviors that will strengthen the trust between you and the local civil and religious leaders before attempting to acquire permission to search the mosque.*

Module 3: Interaction Phase



Module 3: Interaction Phase



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Phase 2: Interaction

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Talking Points

- ◆ Earlier we discussed the various steps in phase 1 of the process, which focuses on the planning of an influence attempt.
 - ◆ Now let's turn our attention to the steps in phase 2: the interaction phase.
 - ◆ Phase 2 consists of three steps, including:
 - The actual interaction with the target, what you say and do to try to influence the target,
 - The target's interpretation, and
 - The target's reaction, what he or she does in response to the influence attempt.
-



Influence Tactics

- Implement strategy by using various influence tactics
- Influence tactics are the *specific* actions the influencer takes to persuade the target



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Influence Tactics Talking Points

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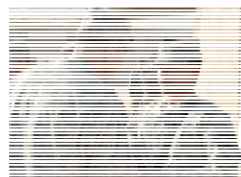
We'll start with the first step in phase 2, influence tactics.

- ◆ After the influencer has selected a strategy or general plan or approach for influencing the target, this plan is then implemented by the use of various influence tactics when interacting with the target.
- ◆ Influence tactics are the specific actions the influencer takes to persuade the target.
- ◆ In this section, we'll talk about several influence tactics and when they are appropriate to use.
 - Specifically, our objective is to give you an influence goal and have you persuade another person to support this goal. Support is defined by both **short-term compliance** (e.g., agreeing to support a decision, agreeing to comply with a task, etc.) and **long-term commitment** (e.g., following through to complete the request, changing one's own perspectives to be congruent with the influencer's perspectives).



Influence Tactics Cont'd

- Rational persuasion
 - Logical arguments and factual evidence
- Inspirational appeals
 - Appealing to target's values and ideals
- Consultation
 - Soliciting input from target for strategy to achieve goal



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Influence Tactics

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Refer students to the "Influence Tactics" handout in their packets (pages 21-23)

Some examples have been provided help facilitate the discussion

Allow a couple minutes of discussion for

Talking Points

This handout defines the different types of tactics that have been identified by researchers, the circumstances where a tactic is likely to be most effective, and the most common outcomes from using the tactic.

- ◆ It's important to note that I don't want you to get hung up on memorizing all these labels.
- ◆ What's important is being able to have a large number of "tools" in your toolkit to draw on in the right situation.
- ◆ Remember that the sources of power we have discussed explain why the influence tactics we will discuss can be effective. Different tactics will require different sources of power.
- ◆ Some of the most commonly used and often the most effective tactics are:
 - ◆ Rational Persuasion
 - Refers to using logical arguments and factual evidence to persuade the target that a goal is viable.
- ◆ When do you think this tactic would be effective and when might it not be effective?

each tactic

- *Expected answer should include:*

- *Appropriate when the influencer's arguments are very compelling and few, if any, counter-arguments exist.*
- *When done well, this tactic can lead to long-term positive outcomes. However, if the influencer cannot effectively counter any counter-arguments, the target may resist the request.*
- *An effective way of countering counter-arguments is by mentioning arguments that support the opposite side before the target can, and then refute those arguments along with providing arguments in favor of your position.*
- *May not be effective if your target is irrational, upset, or very emotional.*
- *In these cases, you will need to find out what the person's real concerns are and use a different tactic that addresses these concerns.*

◆ *Encourage students to share their examples of using this tactic.*

◆ Inspirational Appeals

- Appealing to a target's values, ideals, or aspirations to increase the target's enthusiasm or confidence.
- An example of this tactic might be if someone tries to get you to do something by saying "Do it for the mission; do it for your country."

◆ When do you think this tactic would be effective and when might it not be effective?

- *Expected answer should include:*

- *Appropriate if the influencer has a solid understanding of the target's values and aspirations.*
- *If used appropriately, this tactic can lead to long-term commitment.*
- *This tactic can be effective when used in a collectivist culture by appealing to the sense of duty toward a group they belong to (e.g., their family, their organization, their community).*

◆ *Encourage students to share their examples of using this tactic.*

◆ Consultation

- Soliciting input from the target to decide how to achieve the
-

goal. (How can we solve this problem?)

- ◆ When do you think this tactic would be effective and when might it not be effective?

- *Expected answer should include:*

- *Appropriate in certain situations and in a cultural context in which a collaborative approach to problem solving is valued.*
 - *In some situations (e.g., in cultures with a very high power-distance such as Latin America), high-ranking leaders may appear weak if individuals of much lower status are consulted on decisions.*
 - *Can lead to long-term commitment if used in an acceptable manner, as this tactic tends to build trust between the influencer and the target.*

- ◆ *Encourage students to share their examples of using this tactic.*
-

INFLUENCE TACTICS:

POTENTIAL USES AND OUTCOMES

RATIONAL PERSUASION

Using logical arguments and factual evidence to persuade the target that a goal is viable.

Appropriate: When the influencer's arguments are very compelling and few, if any, counter-arguments exist.

Outcomes: When done well, this tactic can lead to long-term positive outcomes. However, if the influencer cannot effectively counter any counter-arguments, the target may resist the request.

INSPIRATIONAL APPEALS

Appealing to a target's values, ideals, or aspirations to increase the target's enthusiasm or confidence.

Appropriate: If the influencer has a solid understanding of the target's values and aspirations.

Outcomes: If used appropriately, this tactic can lead to long-term commitment.

CONSULTATION

Soliciting input from the target into the strategy for achieving the goal.

Appropriate: In certain situations and in a cultural context in which a collaborative approach to problem solving is valued. In some situations (e.g., in cultures with a very high power-distance such as Latin America), high-ranking leaders may appear weak if individuals of much lower status are consulted on decisions.

Outcomes: Can lead to long-term commitment if used in an acceptable manner, as this tactic tends to build trust between the influencer and the target.

RAPPORT BUILDING

Increasing the target's positive feeling for the influencer prior to attempting to influence the target.

Appropriate: If the influencer is perceived as sincere (i.e., requires a high degree of political skill by the influencer).

Outcomes: Can lead to positive outcomes if used appropriately or resistance if the influencer is perceived as weak or insincere.

EXCHANGE

Indicating a willingness to reciprocate for assistance in meeting the goal.

Appropriate: As the concept of reciprocity is a universal human value, this tactic is appropriate in a wide variety of circumstances to secure compliance.

Outcomes: To ensure long-term commitment, the exchange must be perceived as fair by the target.

PERSONAL APPEALS	<p><u>Appropriate:</u> If the influencer and target have a strong relationship or when the influencer has built up a solid level of trust and respect. Also this tactic may be highly appropriate in cultures where personal relationships are critically important to getting things done (e.g., Middle Eastern countries).</p>
<p>Appealing to the target's sense of loyalty to or friendship for the influencer prior to attempting to influence the target.</p>	<p><u>Outcomes:</u> If not overused, this tactic may lead to short-term compliance and long-term commitment.</p>
COALITION	<p><u>Appropriate:</u> May be appropriate if the "others" are truly committed to the request, and the target respects them.</p>
<p>Getting other people to help persuade the target.</p>	<p><u>Outcomes:</u> A perception of "peer pressure" may result in short-term compliance and long-term resistance.</p>
COLLABORATION	<p><u>Appropriate:</u> Similar to exchange, this tactic may be appropriate in a variety of circumstances as long as the influencer has the ability to follow through on the promise of assistance.</p>
<p>Offering to supply assistance or resources to help the target complete the goal.</p>	<p><u>Outcomes:</u> Lack of trust may lead to resistance, and failure to follow through may lead to a lack of long-term commitment.</p>
APPRISING	<p><u>Appropriate:</u> Similar to rational persuasion, this tactic may be appropriate if the influencer has compelling arguments about how the request benefits the target, and if few, if any, counter-arguments exist.</p>
<p>Explaining the benefits of the influencer's request to the target as an individual.</p>	<p><u>Outcomes:</u> If the target perceives a substantial benefit, outcomes may include compliance and long-term commitment.</p>
APPEAL TO HIGHER AUTHORITY	<p><u>Appropriate:</u> If the target respects the higher authority and when the claim of support is credible.</p>
<p>Indicating support for the goal from those higher in the organization than the influencer.</p>	<p><u>Outcomes:</u> The target may resist if the claim is not credible and/or if the target does not feel strong loyalty or respect for the higher authority. Moreover, the influencer making the influence attempt may appear weak if this is the only tactic used, especially if the influencer does not appear to support the request him or her self.</p>
CONSISTENCY	<p><u>Appropriate:</u> This tactic may be appropriate if the influencer can develop simple requests or questions with which the target is highly likely to agree.</p>
<p>Making small, simple requests at first and then building up to larger requests.</p>	<p><u>Outcomes:</u> The strategy will probably yield compliance, but it may not result in a strong commitment by the target.</p>

SCARCITY Stating a time limit on an offer or making a goal or opportunity seem rare in order to increase its value.	<u><i>Appropriate:</i></u> When a deadline is close or when the goal or opportunity is actually very rare or unique. <u><i>Outcomes:</i></u> If the target accepts the information, then they are generally likely to comply, although the degree of commitment may decrease if this technique is frequently used.
SOCIAL VALIDATION Stating that many other people have agreed to a similar request.	<u><i>Appropriate:</i></u> When the people who have agreed to the request have something in common with the target. <u><i>Outcomes:</i></u> Targets are likely to comply when they know others are in agreement. However, if overdone, the target could feel too much pressure and start to resist.
EXPERTISE Citing relevant sources of information to bolster the impression that you are an expert.	<u><i>Appropriate:</i></u> When extensive knowledge is legitimate and evidence is available. <u><i>Outcomes:</i></u> Compliance is likely if the influencer states their expertise, but some degree of subtlety in citing information and sources may lead to greater commitment.
LEGITIMATING Claiming or verifying one's authority to influence the target.	<u><i>Appropriate:</i></u> Can be appropriate if the influencer truly has the authority to compel the target to comply. <u><i>Outcomes:</i></u> Should be used as a last resort as resistance is a likely outcome.
PRESSURE Using demands or threats to coerce the target into completing the goal.	<u><i>Appropriate:</i></u> Can be appropriate as a strategy of last resort when no other strategies have worked. <u><i>Outcomes:</i></u> Resistance may be a likely outcome.
BLOCKING Preventing the target from accomplishing another goal.	<u><i>Appropriate:</i></u> Like pressure, this tactic is likely to be viewed as manipulative and negative. <u><i>Outcomes:</i></u> Should only be considered as a last resort and may lead to resistance.



Influence Tactics Cont'd

- Rapport Building
 - Increasing target's positive feeling toward the influencer
- Exchange
 - Willingness to reciprocate for assistance
- Personal appeals
 - Appealing to target's sense of loyalty or friendship
- Coalition
 - Using the support of others



33

Influence Tactics Cont'd

Show Slide 33

Allow a couple minutes of discussion for each tactic

Talking Points

- ◆ Rapport Building
 - Sometimes referred to as “ingratiation.”
 - Increasing the target's positive feeling for the influencer prior to attempting to influence the target.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate if the influencer is perceived as sincere (i.e., requires a high degree of political skill by the influencer).*
 - *Can lead to positive outcomes if used appropriately or resistance if the influencer is perceived as weak or insincere.*
 - ◆ An example of using this tactic effectively might be by simply telling someone he or she did a great job on a previous assignment and thus well-suited for a new assignment.
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Exchange
 - Indicating a willingness to reciprocate for assistance in meeting the goal.
-

-
- ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *As the concept of reciprocity is a universal human value, this tactic is appropriate in a wide variety of circumstances to secure compliance.*
 - *To ensure long-term commitment, the exchange must be perceived as fair by the target.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Personal Appeals
 - Appealing to the target's sense of loyalty to or friendship for the influencer prior to attempting to influence the target.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate when the influencer and target have a strong relationship and when there is a solid level of trust.*
 - *Also this tactic may be highly appropriate in cultures where personal relationships are critically important to getting things done (e.g., Middle Eastern countries).*
 - *If not overused, this tactic may lead to short-term compliance and long-term commitment.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Coalition
 - Using the support of others.
 - An example of this tactic might be if you were proposing something to your commander and you got four other people to support your plan and talk to the commander with you.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *May be appropriate if the "others" are truly committed to the request and the target respects them.*
 - *A perception of "peer pressure" may result in short-term compliance and long-term resistance.*
 - ◆ *Encourage students to share their examples of using this tactic.*
-



Practice – Part 1

- Directions

- Pair up with 1 other person and assign roles
- Read role and prepare for 5 minutes
- Conduct role play for 5 minutes
- Use at least 2 of the tactics we discussed
- BE CREATIVE!!
- “Target” provides feedback to “influencer” on performance

34

Directions

Talking Points

Show Slide 34

*Break the class
up into pairs*

*Pause after you
asked them to
pair up to allow
time to assign
roles*

- ◆ Let's practice using these tactics with a quick role play exercise.
- ◆ During the role play each person will play the role of the “influencer” or the “target of influence”.
- ◆ The “influencer” role is the focal point of this exercise.
- ◆ Pair up and decide who will be the “influencer” and who will be the “target of influence” first.
- ◆ In this exercise you will be given a broad topic and a perspective on the topic.
- ◆ The “influencer” will have 5 minutes to read the role and plan out how to use at least two influence tactics to achieve the goal.
 - The “influencer” is also allowed to use any of the other influence tactics from the handout I passed out.
 - Feel free to jot notes down on your sheet.
 - One important note, I want the influencers to think about how you can use the tactics in a **creative** way to obtain your influence goal.
- ◆ Next, the “influencer” will have five minutes to demonstrate the two influence tactics (as well as any others) effectively as it

applies to his or her influence goal.

- ◆ The “target” can respond to the “influencer’s” attempts, but the focus needs to be on the “influencer” practicing the tactics.
- ◆ During the interaction the “target” should be evaluating the “influencer”.
- ◆ Also, targets should challenge the influencer if their arguments are not creative and convincing.
- ◆ Things the target should be thinking about are:
 - What tactics the “influencer” is using?
 - How effective are the tactics?
 - Was it a creative approach?
 - What was convincing and what wasn’t?
- ◆ Upon conclusion of the five-minute exercise, the “target” will provide feedback to the “influencer” about his or her effectiveness at using each tactic.
- ◆ Once everyone has finished, we will have a group discussion about the activity.
- ◆ Those of you who are playing the “target” role will have a chance to be the influencer after we have finished discussing the rest of the influence tactics.

INSTRUCTOR NOTE: This exercise should be used to reinforce the different influence tactics available, how various tactics will be more or less effective based upon situational factors, and how altering an influence strategy that is not working can be effective.

In the case that there is an odd number of participants attending the workshop a group of three could be formed where two individuals work together in seeking to influence the target. In this case, the dyad would identify which tactics each individual would attempt to carry out.

Facilitation

*Pass out
“Influence
Exercise: Part 1”*

*After the first 5
minutes, have
the discussion
begin*

- ◆ Are the “influencers” ready? Please begin the exercise.
 - ◆ Time is up. Please stop your discussions.
 - ◆ Those people playing the role of the “target” please discuss your feedback with the “influencer”.
 - ◆ *Remind the participants of the importance of constructive feedback.*
 - ◆ *Tell them to highlight the things the “influencer” did well and*
-

*Stop the exercise
after 5 minutes
has passed.*

explain how the “influencer” could have used the tactics more effectively.

INFLUENCE EXERCISE: PART 1 (INFLUENCER ROLE)

Directions:

- Review role information
- Select influence tactics and plan for the interaction
- Be creative!!
- Engage in interaction with the target
- Discuss performance with the target

Role	Influencer
Topic	Family Day Event
Perspective	You've been assigned to organize a family day event. It is occurring in two weeks and you need volunteers and equipment from various companies in the battalion to help run the event.
Influence Goal	Convince the target to provide a tent and five soldiers to help run the family day event.
Time Limit	5 minutes

Influence Tactics – Choose at least 2	
Rational Persuasion	Using logical arguments and factual evidence to persuade the target to support your position.
Inspirational Appeals	Appealing to a target's values, ideals, or aspirations to increase the target's enthusiasm or confidence.
Consultation	Soliciting input from the target to achieve the goal.
Ingratiation	Increasing the target's positive feeling for the influencer prior to attempting to influence the target.
Exchange	Indicating a willingness to reciprocate for assistance in meeting the goal.
Personal Appeals	Appealing to the target's sense of loyalty to or friendship for the influencer prior to attempting to influence the target.
Coalition	Using the support of others in an attempt to influence.

INFLUENCE EXERCISE: PART 1 (TARGET ROLE)

Directions:

- Review role information and discussion questions
 - Engage in interaction with the target
 - Don't be convinced by "run-of-the-mill ideas"
 - Make the influencer be creative!!
 - Discuss performance with the target
-

Role	Target of Influence
Topic	Family Day Event
Perspective	One of your peers has been assigned to organizing a family day event. It is occurring in two weeks and volunteers and equipment are needed to help run the event. You gave up many of your soldiers to help run the last family day event and you don't think you should have to do it again. Your company has a lot of other competing priorities at this time, which you think are more important. You will only comply with the request if he or she uses creative and convincing arguments.
Influencer's Goal	Convince you to provide a tent and five of your soldiers to help run the family day event.
Time Limit	5 minutes

Discussion Questions:

1. What tactics did the influencer use?
2. How effective were the tactics?
3. Did the influence use the tactics in a creative manner?
4. What was and wasn't convincing about the influencer's arguments?



Part 1 Discussion

- How many of those playing the targets were convinced to support the influencer's goal?
- How difficult was this exercise?
- What techniques were most effective/least effective?
- Influencers: were you able to change your tactics to be more effective?
- Did any of the influencers use any tactics in a creative manner?

35

Practice Debrief Talking Points

Show Slide 35

- ◆ By a show of hands, how many targets were persuaded to support the influencer's goal?
 - ◆ How difficult was this exercise?
 - ◆ What tactics were the most/least effective?
 - ◆ What tactics were easiest/most difficult to use?
 - ◆ Were you able to change your tactics to be more effective?
 - ◆ Did any of the influencers use any influence tactics in a really creative manner to get you (as the target) to support the influence goal?
-



Influence Tactics Cont'd

- Collaboration
 - Offering target assistance to complete goal
- Apprising
 - Explaining individual benefits for target if goal is met
- Appeal to higher authority
 - Support from higher up



36

Influence Tactics Cont'd

Show Slide 36

Allow a couple minutes of discussion for each tactic

Talking Points

Let's review a few more tactics.

- ◆ Collaboration
 - Offering to supply assistance or resources to help the target complete the goal.
 - An example of this tactic might be if you have a really undesirable task that you need your Soldiers to complete and you offer to help them with it.
- ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Similar to exchange, this tactic may be appropriate in a variety of circumstances as long as the influencer has the ability to follow through on the promise of assistance.*
 - *Lack of trust may lead to resistance, and failure to follow through may lead to lack of long-term commitment.*
- ◆ *Encourage students to share their examples of using this tactic.*
- ◆ Apprising
 - Explaining the benefits of the influencer's request to the target as an individual.

-
- ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Similar to rational persuasion, this tactic may be appropriate if the influencer has compelling arguments about how the request benefits the target, and few, if any, counter-arguments exist.*
 - *If the target perceives a substantial benefit, the outcome may include compliance and long-term commitment.*
 - *This tactic is only appropriate when you have a good understanding of what motivates the person otherwise it could backfire.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Appeal to a Higher Authority
 - Indicating support for the goal from those higher in the organization than the influencer.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate when the target respects the higher authority and when the claim of support is credible. However, the target may resist if the claim is not credible and/or if the target does not feel strong loyalty or respect for the higher authority.*
 - *Moreover, the influencer making the influence attempt may appear weak if this is the only tactic used, especially if the influencer does not appear to support the request him or her self.*
 - ◆ *Encourage students to share their examples of using this tactic.*
-



Influence Tactics Cont'd

- Consistency
 - Small requests first, then larger requests
- Scarcity
 - Making goal seem rare and thus have greater value
- Social validation
 - Others agree with request
- Expertise
 - Expert on the topic



37

Influence Tactics Cont'd

Show Slide 37

Allow a couple minutes of discussion for each tactic

Talking Points

The following tactics can be successful for achieving a short-term solution (compliance); it should be noted that they usually would not lead to long-term commitment.

- ◆ These are especially useful in negotiation situations, such as, bargaining for money.
- ◆ Consistency
 - This tactic is based on the human tendency to seek consistency in behaviors and attitudes.
 - Making small, simple requests at first and then building up to larger requests.
 - Alternatively, asking several questions that are likely to elicit "yes" responses and build support for the final question of interest.
- ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *This tactic may be appropriate if the influencer can develop simple requests or questions with which the target is highly likely to agree.*

-
- *It will probably yield compliance, but may not result in a strong commitment by the target.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Scarcity
 - This tactic is based on the consistent finding that things that are rare are typically perceived as having a greater value, regardless if they were initially desired or not.
 - Stating a time limit on an offer, or stating an offer is a “one-time deal”. This can also include making a goal or opportunity seem rare to increase its value.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate when the deadline is soon, or the goal or opportunity is in reality, exceptionally unique.*
 - *If the target accepts the information, then they are generally likely to comply, although the degree of commitment may decrease if this technique is frequently used.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Social Validation
 - This tactic is based on the finding that people are more likely to comply when they see similar others agree with the request.
 - Asking for a request after the target has been told a list of other people who have already said yes.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate when the other people have something in common with the target.*
 - *Targets are likely to comply when they know others are in agreement. However, if overdone, the target could feel too much pressure and start to resist.*
 - ◆ *Encourage students to share their examples of using this tactic.*
 - ◆ Expertise
 - This tactic is based on the finding that individuals who can
-

demonstrate extensive knowledge on a topic are trusted more often and more likely to elicit compliance.

- Citing relevant sources of information to bolster the impression that you are an expert.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Appropriate when extensive knowledge is legitimate and evidence is available.*
 - *Compliance is likely if you state your expertise, but some degree of subtlety in citing information and sources may lead to greater commitment.*
 - ◆ *Encourage students to share their examples of using this tactic.*
-



Influence Tactics Cont'd

- Legitimizing
 - Authority to influence target
- Pressure
 - Demands or threats
- Blocking
 - Preventing target from reaching a different goal



38

Influence Tactics Cont'd

Show Slide 38

Allow a couple minutes of discussion for each tactic

Talking Points

These tactics will usually gain the influencer compliance and assist at achieving short-term outcomes, but they may have negative long-term outcomes as well.

- ◆ Legitimizing
 - Claiming or verifying one's authority (may be due to one's position or instruction that has been received from an individual in a position of authority) to influence the target.
 - Referring to rules, contracts, or precedent.
- ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Can be appropriate if the influencer truly has the authority to compel the target to comply.*
 - *Should be used as a last resort as resistance is a likely outcome.*
- ◆ *Encourage students to share their examples of using this tactic. Examples may also include times when they have been the target of influence – such examples can help participants better understand the perspective of those they may target in an*

influence attempt.

- ◆ Pressure
 - Using demands or threats to coerce the target into completing the goal.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Can be appropriate as a strategy of last resort when no other strategies have worked.*
 - *Resistance may be a likely outcome.*
 - ◆ *Encourage students to share their examples of using this tactic. Examples may also include times when they have been the target of influence – such examples can help participants better understand the perspective of those they may target in an influence attempt.*
 - ◆ Blocking
 - Preventing the target from accomplishing another goal.
 - ◆ When do you think this tactic would be effective and when might it not be effective?
 - *Expected answer should include:*
 - *Like pressure, this tactic is likely to be viewed as manipulative and negative.*
 - *It should only be considered as a last resort and may lead to resistance.*
 - ◆ *Encourage students to share their examples of using this tactic. Examples may also include times when they have been the target of influence – such examples can help participants better understand the perspective of those they may target in an influence attempt.*
-



Practice – Part 2

- **Directions**

- Pair up with 1 other person and assign roles
- Read role and prepare for 5 minutes
- Conduct role play for 5 minutes
- Use at least 2 of the tactics we discussed
- BE CREATIVE!!
- “Target” provides feedback to “influencer” on performance

39

Directions

Talking Points

Show Slide 39

- Let's practice using these tactics with another quick role play exercise.

Break the class up into pairs

- During the role play each person will play the role of the “influencer” or the “target of influence”.

Pause after you asked them to pair up to allow time to assign roles

- The “influencer” role is the focal point of this exercise.
- Pair up and decide who will be the “influencer” and who will be the “target of influence” first.
- In this exercise you will be given a broad topic and a perspective on the topic.
- The “influencer” will have 5 minutes to read the role and plan out how to use at least two influence tactics to achieve the goal.
 - The “influencer” is also allowed to use any of the other influence tactics from the handout I passed out.
 - Feel free to jot notes down on your sheet.
 - One important note, I want the influencers to think about how you can use the tactics in a **creative** way to obtain your influence goal.
- Next, the “influencer” will have five minutes to demonstrate the two influence tactics (as well as any others) effectively as it

applies to his or her influence goal.

- The “target” can respond to the “influencer’s” attempts, but the focus needs to be on the “influencer” practicing the tactics.
- During the interaction the “target” should be evaluating the “influencer”.
- Also, targets should challenge influence if their arguments are not creative and convincing.
- Things the target should be thinking about are:
 - What tactics the “influencer” is using?
 - How effective are the tactics?
 - Was it a creative approach?
 - What was convincing and what wasn’t?
- Upon conclusion of the five-minute exercise, the “target” will provide feedback to the “influencer” about his or her effectiveness at using each tactic.
- Once everyone has finished, we will have a group discussion about the activity.
- Those of you who are playing the “target” role will have a chance to be the influencer after we have finished discussing the rest of the influence tactics.

INSTRUCTOR NOTE: This exercise should be used to reinforce the different influence tactics available, how various tactics will be more or less effective based upon situational factors, and how altering an influence strategy that is not working can be effective.

In the case that there is an odd number of participants attending the workshop a group of three could be formed where two individuals work together in seeking to influence the target. In this case, the dyad would identify which tactics each individual would attempt to carry out.

Facilitation

*Pass out
“Influence
Exercise: Part 2”*

*After the first 5
minutes, have
the discussion
begin*

- ◆ Are the “influencers” ready? Please begin the exercise.
- ◆ Time is up. Please stop your discussions.
- ◆ Those people playing the role of the “target” please discuss your feedback with the “influencer”.
- *Remind the participants of the importance of constructive feedback.*
- *Tell them to highlight the things the “influencer” did well and*

*Stop the exercise
after 5 minutes
has passed.*

INFLUENCE EXERCISE: PART 2 (INFLUENCER ROLE)

Directions:

- Review role information
- Select influence tactics and plan for the interaction
- Be creative!!
- Engage in interaction with the target
- Discuss performance with the target

Role	Influencer
Topic	Fundraiser for AER (Army Emergency Relief)
Perspective	As the unit POC for the annual AER (Army Emergency Relief) post-wide fun drive, you need a new company to agree to organize this year's fundraiser. You realize that this is an additional burden on top of other competing duties, which is why you want someone to be willing and excited about doing it. You were given a name of a Soldier from a company that you were told would be best for the job, but you need to convince him or her to willingly take on this role.
Influence Goal	Convince the target to <i>willingly</i> take the role of organizing this year's AER fundraiser.
Time Limit	5 minutes

Influence Tactics – Choose at least 2	
Collaboration	Offering to supply assistance or resources to help the target complete the goal.
Apprising	Explaining the benefits of the influencer's request to the target as an individual.
Appeal to Higher Authority	Indicating support for the goal from those higher in the organization than the influencer.
Consistency	Making small, simple requests at first and then building up to larger requests.
Scarcity	Stating a time limit on an offer or making a goal or opportunity seem rare in order to increase its value.
Social Validation	Asking for a request after the target has been told a list of other people who have already said yes.
Expertise	Citing relevant sources of information to bolster the impression that you are an expert.

INFLUENCE EXERCISE: PART 2 (TARGET ROLE)

Directions:

- Review role information and discussion questions
 - Engage in interaction with the target
 - Don't be convinced by "run-of-the-mill ideas"
 - Make the influencer be creative!!
 - Discuss performance with the target
-

Role	Target of Influence
Topic	Fundraiser for AER (Army Emergency Relief)
Perspective	Each year, different companies in your organization have taken responsibility for a fundraiser for AER (Army Emergency Relief). The AER fundraiser POC wants to speak with you about organizing this year's fundraiser. You think that AER is a great charity, but you currently feel like you have too many other competing duties to take on this additional responsibility. You feel like you wouldn't be able to give it as much attention as it deserves. You will only comply with the request if he or she uses creative and convincing arguments to take on the responsibility.
Influencer's Goal	Convince you to willingly take on the role of organizing this year's AER fundraiser.
Time Limit	5 minutes

Discussion Questions:

1. What tactics did the influencer use?
2. How effective were the tactics?
3. Did the influence use the tactics in a creative manner?
4. What was and wasn't convincing about the influencer's arguments?



Part 2 Discussion

- How many of those playing the targets were convinced to support the influencer's goal?
- How difficult was this exercise?
- What techniques were most effective/least effective?
- Influencers: were you able to change your tactics to be more effective?
- Did any of the influencers use any tactics in a creative manner?

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Practice Debrief Talking Points

Show Slide 40

- ◆ By a show of hands, how many targets were persuaded to support the influencer's goal?
 - ◆ How difficult was this exercise?
 - ◆ What tactics were the most/least effective?
 - ◆ What tactics were easiest/most difficult to use?
 - ◆ Were you able to change your tactics to be more effective?
 - ◆ Did any of the influencer's use any influence tactics in a really creative manner to get you (as the target) to support the influence goal?
 - ◆ Did you learn anything from the first exercise that you were able to apply to this new situation?
-



Ethical Use of Influence Tactics

- Tactics are most effective when used in an ethical manner
- Tactics should not be used to “trick” the target
- Influence goals should be grounded by ethical principles



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Ethics

Talking Points

Show Slide 41

- ◆ Influence tactics are most effective when they are used in an ethical manner.
 - ◆ One should not attempt to use these tactics in order to “trick” the target into giving his/her commitment of compliance.
 - ◆ The best influence strategy begins with an influence goal that is grounded in solid moral and ethical principles.
 - ◆ An influencer who comes across as manipulative or insincere will lose credibility, which is essential for securing real commitment.
-



Conclusion

- No “right” answer
- A number of tactics may be used
- Depends on the situation
- Need to monitor target’s reaction to see how effective you are



Conclusion

Talking Points

Show Slide 42

- ◆ Unfortunately, there is no single right answer to determine which influence tactic should be used in a given situation.
 - ◆ Often not just one single tactic will be used – instead you may need to use several different influence tactics in order to achieve your goal(s).
 - ◆ This is why social awareness is so important!
 - ◆ You should make your best judgment by considering several factors such as your initial influence goal, your previous history with the target, and your own sources of power.
 - ◆ You need to carefully monitor the other person’s reaction.
 - If you recognize a negative response from the target, adapt and choose another tactic.
 - We’ll talk more about this in our next session.
-



Target's Interpretation & Reaction

- Attribution Bias
 - People often **overemphasize** the role of personality or character and **underemphasize** situational factors in other's actions, but **overemphasize** situational factors and **underemphasize** personality factors in their own actions
 - Assumption leads to people sometimes making incorrect explanations for behavior

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Target's Interpretation & Reaction

Show Slide 43

Talking Points

- ◆ We've talked a lot about what you're doing during an influence attempt, but what is the target doing? During the interaction between the influencer and the target, the target perceives, analyzes, and evaluates the influencer's message.
 - These are similar to the steps the influencer goes through during the third phase of the process, the in-the-moment social awareness phase, which we will be discussing later on today.
- ◆ During this step the target may have a variety of interpretations and reactions to the influencer's influence attempt.
- ◆ The target's reaction can show itself through various verbal and nonverbal cues, such as facial expressions, body language, and posture.
 - These verbal and nonverbal cues can provide important information to assist the influencer in understanding whether the influence attempt is successful or not.
 - We will discuss the ways in which the influencer perceives and analyzes these cues in the next phase of the process.
- ◆ First I want to highlight the importance of the influencer being aware of how he or she comes across to the target.

-
- If the influencer does not communicate the message effectively, the target may misinterpret the influencer's intentions.
 - One way to explain this misinterpretation is the concept of the fundamental attribution bias.
 - ◆ The attribution bias is a concept that refers to people's tendency to overemphasize a person's personality as the reason for his or her behavior and under-emphasize the role of situational influences for causing the person's behavior. People also overestimate the control that others have over their outcomes and performance, whereas their performance is often a function of situational factors.
 - ◆ People tend to think that other individuals' behavior is caused by their personality or character, but their own behavior is caused by the situation.
 - For example, if you see a co-worker come late several days you think they are a lazy or slacking off. You assume that the co-worker has control over his/her punctuality.
 - However, if you come in late several days you may know it is because there were outside circumstances that made you late (e.g., kids were sick, car broke down, etc.). You therefore attribute your own performance to factors outside of your control.
 - ◆ This assumption leads people to sometimes make incorrect explanations about an individual's behavior.
 - People tend to assume that others have control over their situation and are responsible for their own failures, when in reality situational factors outside of one's control often contribute to those failures.
 - In contrast, people are more likely to attribute their own failures to circumstances beyond their control.
 - This type of error in judgment occurs more often when people are involved in situations that are very complex.
 - ◆ Let's look at an example to help illustrate how these errors can occur.
 - This example was drawn from several real critical incidents, but many of the facts have been altered for anonymity.
 - ◆ Read through the example called "Danger in Somalia" in your handbooks and then we will discuss it together as a group.
 - ◆ *Possible expected answers are listed under each discussion*
-

Refer students to the "Danger in Somalia" handout in their packets (page 24)

Time permitting; consider having students answer questions on page 25 in small groups.

question on the following page.

- ◆ *Use the possible answers to help facilitate the discussion.*
-

DANGER IN SOMALIA

A squad was preparing to conduct a major operation in Somalia that would take them away from their present location. They had a large amount of equipment with them that would take some time to move. However, to meet mission requirements, they had to leave very quickly, and they did not have time to take all of their equipment with them. The squad leader determined that the only way to accomplish their mission on time was to leave two people behind in a safehouse to guard the equipment, while he led the rest of the unit in carrying out the operation.

The senior members of the squad advised against leaving anyone behind because they did not feel the situation was safe, and they were not sure how trustworthy the locals were. Moreover, the other Soldiers began angling to try and avoid being left behind, which was causing divisiveness in the unit. Despite these problems, the squad leader felt that there was no other possible course of action, and he selected two Soldiers to stay behind.

In an attempt to smooth over the bad feelings in the unit, the squad leader tried to get the Soldiers to acknowledge that they understood why he had made this decision (the importance of the mission, the tight timeline, the need to safeguard the equipment). In addition, he tried to flatter the Soldiers, saying that they were the best qualified for the job. Although they could not refuse the order, amongst themselves and the other Soldiers, the two Soldiers chosen to stay behind complained bitterly.

From his perspective, the squad leader did not think that the Soldiers would be in danger if they stayed behind, and he didn't even really think that the Soldiers believed themselves to be in danger. He interpreted their resistance as not wanting to get left behind and miss out on the action of the operation. From their perspective, the Soldiers thought the squad leader had delayed his decision too long and therefore put the unit in danger. They believed that he was too concerned with his own career advancement to push back to his superiors about the timeline so that everyone could go on the operation.

Shortly after the rest of the unit left to conduct the operation, the two Soldiers had to evacuate the safehouse, and they claimed that they nearly lost their lives in the process. It is not clear if the two Soldiers, in their anger over being left behind, did anything themselves to make the situation worse or if the safehouse really would have been dangerous regardless.

Either way, it is clear that the leader and his Soldiers failed to understand each other's true intentions and motives. As a result, the leader never really did persuade his Soldiers to willingly accept their assignment. Although they were able to leave the safehouse unharmed, all the other Soldiers from the squad reported losing trust and respect for their leader, which undoubtedly affected their relationship over the long-term.

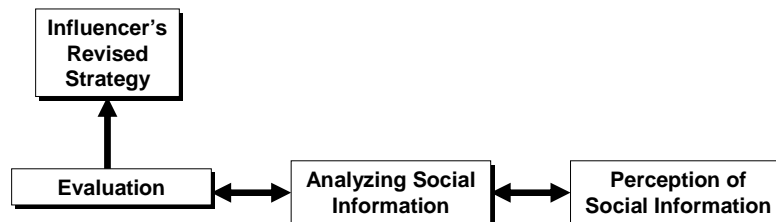
Discussion Questions:

1. How did the Soldiers chosen to stay behind interpret the squad leader's intentions?
 - *Expected answers might include:*
 - *The Soldiers thought that the squad leader was only looking out for himself and his own career, didn't care about their safety, and was too afraid to push back against higher.*
2. What were some situational factors that may have contributed to the squad leader's decision?
 - *Expected answers might include:*
 - *The squad leader was feeling time pressure and may have felt pressure higher to get the mission done quickly and effectively.*
3. How did the squad leader interpret the Soldiers' negative reaction?
 - *Expected answers might include:*
 - *The squad leader thought the Soldiers just did not want to be left behind and that they did not truly believe that the situation was unsafe.*
4. What were some situational factors that may have contributed to the Soldiers' reaction?
 - *Expected answers might include:*
 - *The Soldiers were reacting to what they thought was poor decision making as well as the fact that they truly felt the situation was unsafe.*
5. What could the squad leader have done differently to avoid the misinterpretation by the Soldiers and his own misinterpretation of their reaction?
 - *Expected answers might include:*
 - *The squad leader could have asked more questions about why the Soldiers felt it was unsafe.*
 - *The squad leader could have explained additional details about why it was necessary to leave people behind and why there were extreme time constraints involved in the situation.*

Module 4: In-The-Moment Awareness Phase



Module 4: In-the-Moment Awareness Phase



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In-the-Moment Social Awareness

[Show Slide 44](#)

Talking Points

Up until this point, I have focused the majority of our attention on preparing for and attempting to influence someone.

Now I am going to spend time discussing the role that social awareness plays during the influence attempt.

- ◆ Again, this last phase of the process is called “in-the-moment” social awareness because it is occurring during the interaction with the target.
- ◆ After the target reacts to the influence attempt, the influencer must perceive this information, analyze the information, and combine it with his or her existing knowledge to interpret the target’s reaction.
- ◆ Thus the three steps in this phase include:
 - Perceiving social information,
 - Analyzing social information, and
 - Evaluating this information to see how it fits with the goal.
- ◆ Also remember that the steps in this phase, in particular, often occur automatically and nearly at the same time.
 - However, to ease understanding, each of the steps is presented separately and I will discuss each one in turn.



Perception of Social Information

- Verbal and nonverbal cues provide important information to help interpret the target's reaction
- Research regarding emotions and nonverbal behavior:
 - “Universal” emotions represent inner feelings: anger, fear, sadness, happiness, surprise, and disgust
 - Nonverbal behavior (e.g., facial expressions) are based on personal motives that may or may not be consistent with inner emotions

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Perception of Social Information

Show Slide 45

Talking Points

I'll begin by discussing the first step involved in the in-the-moment social awareness phase, which is the perception of social information.

- ◆ In other words, this is where you see and hear the target's reaction.
 - ◆ I briefly touched on the importance of picking up on verbal and nonverbal cues when we discussed the target's reaction.
 - ◆ Now, I want to focus more attention on how important it can be to attend to these cues.
 - ◆ These cues can provide critical information to help the influencer make an accurate interpretation about the target's thoughts and feelings regarding the influence goal.
 - ◆ Remember that the target's reaction can include a variety of verbal and nonverbal cues, such as facial expressions, what they say, and body language.
 - ◆ There have been decades of research done on emotions and nonverbal communication.
 - ◆ Research about emotions and nonverbal communication has traditionally focused on identifying how emotions are related to facial expressions.
-

-
- Pioneering research in this area by Dr. Paul Ekman and others has found that facial expressions for six basic emotions (surprise, happiness, anger, sadness, fear, and disgust) are consistent across different cultures.
 - In other words, the facial expressions that relate to these emotions are pretty much the same around the world.
 - ◆ There has been mixed support for this idea, and other ways of thinking about emotions and facial expressions have been developed.
 - ◆ The situation and environment can also play a significant role in how individuals express themselves. Some researchers believe that facial expressions may not always correspond to one's true emotions. While some common facial expressions and emotions can be found across the globe, there are situations in which people may hide the emotions that they feel due to social or cultural considerations. Thus, while facial expressions often provide important information, you should also consider other sources of information as well.
 - For example, some facial expressions are dictated by social norms. It is socially unacceptable to look happy at a funeral – regardless of the emotions that one is feeling.
 - Additionally, facial expressions can serve personal motives.
 - For example, in a tense situation one may try to project a calm and confident expression in an attempt to maintain order and control.
 - Additionally, facial expressions and other nonverbal language have been found to be different, depending on several factors such as, age, gender, and cultural background.
 - ◆ Most researchers in this field agree that people learn to deceive or hide their real emotions in order to better fit a particular situation or culture.
 - How acceptable is it to show emotions in the Army?
 - For example, in some societies men who show emotions such as sadness are considered to be weak.
 - Therefore, when they are in situations where they actually feel sad they may react by showing nonverbal behavior that resembles anger in order to hide their true emotion.
 - ◆ In sum, it's important to attend to the verbal and nonverbal cues that the target displays.
 - However, the influencer not only needs to pick up on these
-

Refer students to the handout called "Common Nonverbal and Verbal Cues" in their handbook (pages 27-28)

cues, but also should consider other relevant situational factors to help determine whether the expressions are true to what the target is thinking and feeling or whether it is a “mask” they are using to project a certain image.

- ◆ According to Dr. Ekman cues to “real emotions” can often be observed in the first few microseconds of an interaction. These “micro-expressions” are very quick and subtle facial movements.
 - For example, someone hearing shocking news might widen her eyes for a split second before assuming a more neutral expression.
 - Therefore, it is important to be very attentive to the target's initial reaction to your influence attempt.

Let's look at the handout called “Common Nonverbal and Verbal Cues”.

- ◆ First you'll notice that I have presented you with nine moods/emotions and corresponding facial expressions, vocal expressions, and body language.
 - ◆ It's not necessary to memorize each expression and its emotion, but I wanted to give you some information on identifying key nonverbal and verbal cues.
 - ◆ You'll also notice that there is a spectrum of positive emotions to negative emotions, with neutral emotions in the middle.
 - When individuals are at either of the extreme ends of the spectrum (positive or negative) there is a lot more information to obtain from their cues and the cues are more obvious.
 - In contrast, when individuals are in the middle of the spectrum (more neutral emotions) there are fewer cues.
-

COMMON VERBAL AND NONVERBAL CUES*

Positive Emotions			Neutral Emotions			Negative Emotions		
Astonishment/ Surprise	Excited/ Enthusiastic	Happy/ Cheerful	Calm/ Relaxed	Quiet/ Tranquil	Sluggish/ Bored	Unhappy	Anxious/ Distressed	Disgust/ Contempt
Facial Expressions	A lot of eye contact	Smile with teeth showing	Slightly raised eyebrows	Mouth may be turned slightly upwards	Expressionless	Excessive blinking	Frown	Nose wrinkled
	Pupil dilation	Arched eyebrows	Closed lip smile (grin)	Little eye contact	Droopy eyes (partially closed)	Eyes avoid others	Eyebrows lowered, chin raised, mouth closed	Upper lip raised, lower lip protruding
	Open mouth	A lot of eye contact	Little facial movement	Closed mouth	Yawning	Blank stare	Sporadic eye contact	Eyebrows lowered and drawn together, lower eyelids tightened
	Arched eyebrows				Fixed stare away from group members	Inner corners of eyebrows raised, eyebrows drawn together	Sneering	Eyebrows lowered, upper eyelids raised
	Jaw drop				Almost no eye contact	Corner of lips pulled down	Flushed face	Jaw thrust forward
	Raised upper eyelid				Dropping of upper eyelid	Corner of lips tightened and pressed	"Nervous smile"	One-sided upper eyelid raise
	Eyes widened						Clenched teeth	Lip corner tightening on one side
							Lips stretched horizontally	Flushed face
							Eyebrows raised and drawn together, upper eyelid raised	

* Adapted from: Bartel, C. A., & Saavedra, R. (2000). The collective construction of work group moods. *Administrative Science Quarterly*, 45, 197-231

Positive Emotions			Neutral Emotions				Negative Emotions			
Astonishment/ Surprise			Excited/ Enthusiastic	Happy/ Cheerful	Calm/ Relaxed	Quiet/ Tranquil	Sluggish/ Bored	Unhappy	Anxious/ Distressed	Disgust/ Contempt
Vocal Expressions	Rapid pace	Hard laughter, high pitch	Regular pace	Soft but audible volume	Whispering volume	Monotone	Soft volume	Stuttering	Fast tempo	
	Incredulous tone	Rapid pace	Clearly audible volume	Regular pace	Monotone	Mumbling	Slow pace	Rapid speech	High pitch level	
		Loud volume			Slow pace	Low volume	Monotone	Short of breath		
		Slightly breathless			Delayed responses	Low pitch		Uneven pitch (voice “cracks”)		
		Talking a lot			Infrequent speech	Delayed responses		Uneven volume		
Posture (Body Language)	Poised for action	Exaggerated hand gestures	Hands are active during speech	Relaxed but engaged orientation toward group members	Slow movements	Slouching	Head tilted downward	Closed fists	Clenched fist	
	Startled	Leaning forward	Head tilted toward others		Reclined position	Withdrawing away from group	Resting head on hands	Hand tremors	Poised for action	
	Restless	Constant body movement		Little movement in limbs or torso	Immobile	Motionless	Body poised to exclude group members	Poised for action	Perspiration	
		More physical contact	Body poised to include group members			Leaning chin on hand		Nervous habits (rocking, chewing fingernails)	Tensed muscles	
						Hands inactive during speech				
						Rubbing eyes				



Surprise, Excited, Happy



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Surprise, Excited, Happy

Talking Points

Show Slide 46

Let's look more closely at the expressions and moods/emotions on this spectrum.

*Pause while the
students read
over the handout*

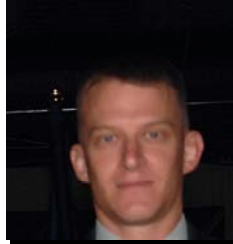
- ◆ Looking at the three types of moods/emotions positive end of the spectrum (e.g., surprise, excited, happy).
- ◆ Take a couple minutes to briefly read through the emotions and their corresponding verbal and nonverbal cues.
- ◆ What cues do you see?
- ◆ Here are a few examples of these expressions.
- ◆ What nonverbal cues do you see in these photos that help you determine which emotion the person may be experiencing?
- ◆ *Encourage student to share their ideas.*
- ◆ Other cues that may indicate positive emotions include eye contact, smiling, and dilated pupils. Note that these cues vary by culture.
- ◆ For example, in some cultures too much eye contact is considered rude and too much smiling may be viewed suspiciously.

INSTRUCTOR'S NOTE: Some participants may not automatically

consider “surprise” to be a positive expression. You can point out that in this context “surprise” refers to a reaction to something good occurring that was not expected.



Calm, Quiet, Sluggish



47

Calm, Quiet, Bored

Talking Points

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Now let's look at the three types of moods/emotions in the middle of the spectrum (e.g., calm, quiet, bored).

Pause while the students read over the handout

- ◆ Briefly read through the emotions and their corresponding verbal and nonverbal cues.
- ◆ Here are a couple examples of these expressions.
- ◆ Do you think that these verbal and nonverbal cues always mean the person is in one of these three moods?
- ◆ *Encourage student to share their ideas.*
- ◆ Do you find this type of reaction (e.g., neutral) common in the Army atmosphere?
- ◆ How might you still be able to find out what the target is truly thinking and feeling?
- ◆ *Encourage student to share their ideas.*
 - *Note that it is very important in these situations to ask more questions in order to understand the target's true concerns, thoughts, and feelings regarding the influence goal.*



Unhappy, Distressed, Disgusted



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Unhappy, Distressed, Disgust

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*Pause while the
students read
over the handout*

Talking Points

Turning our attention to the last three types of moods/emotions on the negative end of the spectrum (e.g., unhappy, anxious, distressed).

- ◆ Briefly read through the emotions and their corresponding verbal and nonverbal cues.
 - ◆ What nonverbal cues do you see in these photos that help you determine which emotion the person may be experiencing?
 - ◆ Was there a time when you misinterpreted the person's reaction and/or perhaps the cause of this reaction?
 - ◆ *Encourage student to share their ideas.*
-



Analyzing Social Information

- Influencer *analyzes* the target's reaction and integrates it with his or her existing knowledge to form an interpretation
 - An accurate interpretation is **critical**
 - It helps determine what future actions would be most appropriate

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Analyzing Social Information

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Talking Points

Now that we have discussed common verbal and nonverbal cues, let's talk about the second step in the in-the-moment social awareness phase, analyzing social information.

- ◆ This step goes hand-in-hand with the first step we just discussed.
- ◆ After the influencer perceives the social information from the target, the influencer then *analyzes* the target's reaction and combines it with his or her existing knowledge to form an interpretation.
 - Earlier, from the "Danger in Somalia" example, we saw how important accurate interpretations can be for *both* the target and the influencer.
 - An accurate interpretation of the target's reaction is critical to help determine what future actions would be most appropriate.
- ◆ As we just talked about, picking up on the nonverbal and verbal cues is one way to help understand what the target is thinking and feeling.

-
- However, picking up on nonverbal language is usually not enough.
 - I have highlighted the fact that many times the situation can dictate the target's reaction.
 - Thus, the reaction may not be a true representation of the target's thoughts and feelings.
-



Example



50

Example

Talking Points

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Let's take a look at another picture to illustrate how important it is to be aware of *both*, the individual's reaction and the situational factors at play.

- ◆ What do you think this young man appears to be feeling?
- ◆ *Encourage students to share their ideas.*
 - *Expected answers may include:*
 - *He looks like he may be in pain.*
 - *He looks like he may be screaming.*



Example Cont'd



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Example Cont'd Talking Points

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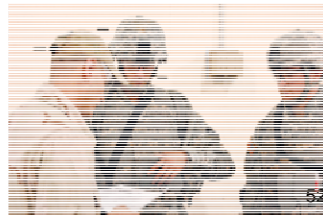
Here, in this picture, you can see the context of the situation in which the young man was in. This young man is an Army recruit who is expressing his motivation during a platoon competition at an obstacle course.

- ◆ Are you surprised by this photograph?
- ◆ Do you think that the young men's nonverbal behavior matches the situation? Why or Why not?
- ◆ *Encourage students to share their ideas.*
 - *Expected answers may include:*
 - *His face almost looks like he is in pain, which he is likely not experiencing as part of his experience in preparing for an obstacle course.*
- ◆ This example illustrates the importance of attending to nonverbal behavior as well as the situational factors when trying to interpret the target's reaction.
 - Being aware of **all** of these factors can help you make a more accurate interpretation of the target's reaction.



Detecting Deception

- How easy is it to detect deception?
- What are the signs of lying?
 - Blinking rapidly?
 - Fidgeting?
 - Increased pupil size? Decreased pupil size?
 - Lack of eye contact?
 - Stuttering/Stammering?



Detecting Deception

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Talking Points

One of the most interesting applications of analyzing another's reactions is trying to determine if the other person is lying or being deceptive.

- ◆ How do you know if someone is lying?
- ◆ Which of these signs do you think indicate lying?
- ◆ *Encourage students to share their ideas.*
- ◆ Who here thinks they are good at detecting deception?
- ◆ Let's do a quick study to find out how good you are.
- ◆ *Ask for two volunteers and step out of the room with them. Ask one to lie and the other to tell the truth about one of the following topics:*
 - *My best friend,*
 - *The worst thing I ever did,*
 - *My most embarrassing moment, and*
 - *My favorite place.*
- ◆ *Give the volunteers a few minutes to think up their stories and return to the classroom.*

-
- ◆ *Ask the volunteers to tell their stories then ask the class to vote on who was lying and who was telling the truth.*
 - ◆ *Tally the votes on a flip chart.*
 - ◆ *Ask for comments about why they voted the way they did.*
 - ◆ *Ask the volunteers to reveal whether they were lying or telling the truth. Comment on the difficulty of this task.*
-



Detecting Deception

- Generally people are no better than chance at detecting deception
- Cues that may indicate lying:
 - Blink less frequently
 - Pause longer when speaking
 - Story is inconsistent
 - Do not elaborate/share details
 - Seem uncooperative
 - Story sounds illogical
 - Fewer first person pronouns (i.e., don't want to take ownership)
 - More negative emotions and words
- However, individuals differ widely on these factors



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Detecting Deception

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Talking Points

A lot of research has been done on this topic, and the results are very mixed.

The bottom line is that in general people do a very poor job of detecting deception.

Typically, people can detect lying only about as well as chance (just over 50%).

There may be some individuals who are much better than average at this, but these individuals are rare.

Here are a few cues that have been demonstrated to relate to lying

- ◆ Blink less frequently,
- ◆ Pause longer when speaking,
- ◆ Story is inconsistent,
- ◆ Do not elaborate/share details,
- ◆ Seem uncooperative,
- ◆ Story sounds illogical,
- ◆ Fewer first person pronouns (i.e., don't want to take ownership), and

-
- ◆ More negative emotions and words.

However, keep in mind that individuals differ widely on the extent to which they exhibit these behaviors when they lie. Therefore, be careful in making interpretations about honesty.

So what can you do to figure out someone is lying?

- ◆ *Allow students to comment briefly on this question.*
 - ◆ *Be sure to relate these points to the previous demonstration.*
-



Detecting Deception

- So how do you know if someone is telling the truth?
- You don't, really, but here's a strategy to try:
 1. Start by asking easy questions about "safe" topics to establish rapport and get a baseline of truthful behavior
 2. Then, ask questions to establish motive, opportunity, and involvement
 3. Ask further questions to refine details and corroborate the story
 4. Restate the same question in multiple ways to check for inconsistencies in responses.

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Detecting Deception

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Talking Points

The best approach is not to rely on nonverbal cues but rather what the person is saying.

Try this approach when interviewing someone to help you figure out if they are being truthful.

- ◆ First, start out with easy, rapport building questions.
 - This also gives you a baseline of behavior to compare to when you get into more difficult topics.
- ◆ Then, as you start to ask substantive questions, look for the verbal cues we discussed earlier: holes in the story, inconsistencies, story is illogical.
- ◆ Ask the person to fill in gaps and check for changes in behavior or difficulty providing details.
- ◆ Restate the same question in multiple ways to check for inconsistencies in the responses. For example you might ask a target, "What happened this morning on your way to work?" followed later by, "Describe everything that happened between the time when you left your house this morning and the time when you arrived at work."
- ◆ Above all, recognize fallibility of your own lie detection abilities and look for corroborating evidence when possible.



Evaluation

- Influencer *evaluates the effectiveness of the influence attempt* by comparing his or her interpretation of the target's reaction with the initial influence goal
 - If they match:
 - The interaction will conclude
 - If they do not match:
 - The social awareness process should continue



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Evaluation

Talking Points

Show Slide 55

We've discussed perceiving and analyzing information, which are the first and second steps involved in the in-the-moment social awareness phase.

Now let's turn our attention to the third step, which is the evaluation of this information to see how it fits with the goal.

- ◆ Based on the interpretation of the target's reaction, the influencer will evaluate the effectiveness of the influence attempt.
- ◆ To make this evaluation, the influencer will compare his or her interpretation of the target's reaction with the initial influence goal.
- ◆ From this comparison, one of two things can happen.
 - If the target's reaction leads the influencer to believe that the initial influence goal has been met, then the interaction will conclude.
 - On the other hand, if the target's reaction does not match the initial influence goal, then the influencer should revise his or her behavior.
 - This leads us to the final step in the social awareness and influence process.



Influencer Revises Behavior

- The influencer revises his or her behavior in-the-moment
 - Influencer tries a different influence tactic or the same influence tactic in a different way to achieve the goal
 - Consequently, steps in the model will be repeated
- Importance of adjusting one's behavior

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Influencer's Revised Behavior

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Talking Points

If the influencer determines the goal has not been met, then the influencer should adjust his or her behavior in-the-moment (that is, immediately during the interaction).

The influencer adjusts his or her behavior by trying a different influence tactic or the same influence tactic in a different way to achieve the goal.

- Consequently, the interpretation, analysis, and evaluation process is repeated:
 - For example, the target will have a new interpretation and reaction based on the revised influence strategy and so on.

Being able to adjust one's behavior "in-the-moment" is one of the most important steps in being an effective influencer.

In your own experiences as a leader, why do you think adjusting your behavior when influencing someone is important?

Expected answers may include:

- *Allows you to more effectively relate to and understand your target.*

-
- *It can help you communicate more effectively with the target.*
 - *It can help you anticipate and fulfill the target's needs.*
 - *It can help you produce a mutual gain between you and your target.*

Can you think of some examples of ineffective ways of adjusting your behavior while influencing someone?

- *Expected answers may include:*
 - *Sticking to your own agenda and ignoring the needs and concerns of the target.*
 - *Constantly changing from one influence tactic to another without thinking about how it may or may not addresses the target's concerns.*
 - *This can sometimes make the influencer appear "wishy-washy" or even unethical.*

*Refer students to
"Tips for
Adjusting
Behavior" in their
handbooks.
(page 29)*

In your handbook, there are some suggested tips for how you might adjust. Can you think of any other techniques for adjusting?

Note that it is not suggested that the influencer should ever cross legal, ethical, or moral boundaries in an attempt to be more accommodating to the target.

- Moreover, those influencers in a leadership position should not compromise their values or core leadership principles for the sake of persuading others.
- Rather, when differences in values and principles exist, an effective influencer will look for opportunities to work around these obstacles in order to persuade the target to change his or her point of view on a specific issue.

Let's wrap up this last phase with another practice activity.

TIPS FOR ADJUSTING BEHAVIOR

- Respect cultural differences between you and your target
 - Learn about the target's culture before the interaction.
 - Follow cultural customs/practices, where appropriate.
 - Avoid using nonverbal and verbal language that could be misperceived as offensive.
- Ask questions to understand the target's potential concerns
 - What are your real concerns?
 - You still seem hesitant?
 - What do you think of that idea?
- Demonstrate understanding of the target's perspective
 - Rephrase what you think they are saying to you (e.g., "So, it sounds like...").
 - Can you tell me more about why you think "X"?
 - Recognize that what seems "rational" to you may not fit with the target's way of thinking. If the target appears "irrational," try to find out more about how he or she sees the problem and use that information to find another tactic that better fits with the target's worldview.
- If stumped, change your strategy
 - Try another tactic that you think may be better suited to the situation. However, be careful of using too many tactics too quickly, or your target may become confused.
 - Check to see how well it worked (e.g., did the target respond positively or negatively).
- If you think the target is being deceptive
 - Ask the target to provide more details. Take the target through his or her statement a few times to check for consistency. Look for inconsistencies or illogical information in what the target says.
 - If necessary, find a way to validate what the target tells you against an external source of information.
- *Special* considerations for dealing with emotional individuals
 - Stay calm. Whatever you do don't react defensively or emotionally yourself.
 - Keep the target talking. Sometimes people just need to vent, and once they do, they are able to discuss the situation more objectively.
 - Don't take it personally. The target may be upset about something that has nothing to do with you.
 - If the target remains agitated, suggest that you take a break and return to the topic later. When you meet with the target again, ask questions to better understand the source of the target's emotion.
 - Recognize that rational tactics might not work, and that you may need to try tactics that speak to the target's emotions (e.g., inspirational or personal appeals).



Ethics

- Never cross legal or moral boundaries in an attempt to influence a target
- Good leaders base their actions on sound moral and ethical principles
- Adjusting your behavior does not mean changing or compromising your core values or beliefs
- Compromising one's own values can undermine your influence attempt

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Ethics

Talking Points

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- ◆ Remember that you should never cross legal, ethical, or moral boundaries in an attempt to influence a target.
- ◆ Good leaders base their actions on sound moral and ethical principles.
- ◆ Adjusting your behavior to be more effective with individuals with value systems different from your own does not mean changing your core values or beliefs or compromising on moral principles.
- ◆ It does mean that you should try to adjust your behavior (manner of speaking, choice of words, etc.) to better fit the target's culture, needs, and level of understanding.
- ◆ Compromising one's own values can undermine your influence attempt because the target may feel that he or she cannot trust you.



Case Study

- Directions:
 - Read the script of the interaction between CPT James and 1LT Miller
 - Record your answers to the questions
 - Share your answers with the class

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Practice Activity

Show Slide 58

*Refer students to
“Practice Activity:
Clean Up
Crew—Part 2”
(pages 30-31)*

Talking Points

The purpose of this activity is to ensure that you understand the concepts and ideas I've covered in this phase of the process, which included perception and analyzing of information, evaluation, and adjusting behavior.

- ◆ Recall that in the beginning of the course I gave you part 1 of the Clean Up Crew case study.
- ◆ Now, I am giving you the second portion of the case study.
- ◆ Please take a few minutes and read through the interaction between Captain James and 1LT Miller.
- ◆ Next, record your answer to the questions at the end of the story.
- ◆ When everyone is finished be prepared to share your answers with the class.
- ◆ Remember you may use your student handbook to answer the questions, if necessary.

Facilitation

- ◆ *Allow a few minutes for the students to read through the interaction and answer the questions.*

Pass out “The
Rest of the
Story” to the
students

- ◆ *Facilitate a discussion around the questions.*
 - *Expected answers are on the following pages.*
 - ◆ *After the first discussion is complete, pass out the final portion of the story.*
 - ◆ *Allow a few minutes for the students to read through the interaction and answer the questions.*
 - ◆ *Facilitate a discussion around the questions.*
 - *Expected answers are on the following pages.*
-

PRACTICE ACTIVITY

CLEAN UP CREW—PART 2

Directions:

- Read the script of the interaction between CPT James and 1LT Miller
 - Record your answers to the following questions
 - Share your answers with the rest of the class
-

“Sir?” said 1LT Miller, leaning through the doorframe.

“Come in, Lieutenant. Sit down,” said CPT James, smiling. He welcomed the interruption. Miller was one of the best platoon leaders James had ever worked with. Not only was the guy smart, he had a way about him that made him popular and well liked, both by other Soldiers and civilians. Moreover, he was intensely loyal; the kind of guy you could count on to do what he was asked without question. “What’s the word on the street today?”

“Fine, sir, except I wanted to talk to you about the street clean up operation,” said Miller, looking serious.

“Oh, what about it?” said James, frowning slightly.

“Well, frankly, sir, I think it’s going to be a pretty impossible task,” said Miller in a grave tone. “To be honest, my contacts are telling me that 14,000 Dinars a day just isn’t enough to tempt them to do a job that’s so dangerous. They want at least twice that. If we can offer them at least 25,000 Dinars, I think we’ll be able to quickly recruit 30 men.”

“Lieutenant Miller, you realize of course that we are only authorized to pay 14,000 Dinars a day,” James said patiently. “We’re just not going to be able to go any higher than that.”

“I realize that getting more money might be difficult,” Miller began, “but, I think if we explain why we need more, Higher won’t be able to refuse. After all, we’re only talking about a few thousand dollars here. What’s a few thousand dollars to the Army?”

“Look, you’ve been in the Army long enough to know that things just don’t work that way,” said James, shaking his head, “it can take weeks to requisition more money, regardless of the amount. You should know as well as I do that it would take a near miracle to get any more funding!”

“But, sir, if we could just make them see reason, I don’t see how they could say no,” said Miller leaning forward, his voice rising, “I can write up a justification, explaining what my contacts told me and proposing a budget that will...”

“Hold on!” interrupted James, holding up his hand. “I don’t think you get it. It’s not going to happen so just give it up.”

“Sir, can I just say something?” asked Miller.

“OK, but make it quick,” sighed James. “As you can see, I’m a little busy here,” he said, waving his hand at the untidy mounds of paperwork on the desk.

“These people have nothing. They’ve been living from hand to mouth for years in the shadow of an oppressive regime. How can we ask them to sacrifice their safety and put the future security of their families at risk unless we give them fair compensation? We’ve got a responsibility to help here!”

“Enough of the soapbox speeches already!” snapped James. “Maybe after you’re on your third tour here like me you’ll understand. You can’t just throw money at people and hope that they’ll magically start taking responsibility. We tried that before, and guess what? Once you take the money away, the responsibility goes with it! You have to get them to become reliant on themselves. Here’s a news flash for you. Cleaning up the streets is their responsibility, not ours! If we pay them more than the going rate, it will only send the message that the U.S. is going to take care of them forever. We owe it to them to force them to be more self-reliant.”

“Captain James, I just...” began Miller.

“Look, Lieutenant, I gave you this task because I knew I could count on you,” said James more calmly as he folded his arms and leaned back. “You have good relationships with some influential people here, and I expect you to use those contacts get the job done.”

To Be Continued...

Discussion Questions:

1. How did CPT James react to 1LT Miller’s influence attempt?
 - *Expected answers might include:*
 - *Based on his verbal and nonverbal reactions, CPT James was very negative about the LT’s request.*
2. Why was 1LT Miller not effective in this situation?
 - *Expected answers might include:*
 - *He didn’t draw upon his sources of power available to him (e.g., expert knowledge of the locals, strong relationship with the CPT).*
 - *He didn’t consider the types of arguments or tactics that the CPT would respond well to (e.g., rational persuasion).*
 - *He continued to talk about the negative things (e.g., how hard it is to get the civilian workers, how dangerous the job is).*
 - *He didn’t come prepared with facts and justifications for raising the wage.*
 - *He didn’t effectively adjust his behavior.*
3. What should 1LT Miller do next?
 - *Encourage students to share their ideas.*

Clean-up Crew: The Rest of the Story...

"Oh no!" thought 1LT Miller. "This is not working out at all like I thought it would. I need to think about this some more and come up with a better plan!" Out loud he said, "I appreciate that sir, and I'm all in favor of getting this job done quickly as well."

"Well, I'm glad to hear it, Lieutenant Miller," said James, reaching for a stack of papers and looking in his desk, "now, as you can see, I really need to get back to work here. Report to me later and tell me how it's going."

The Following Day...

"Captain James?" said 1LT Miller, poking his head through the door.

"Come in, Lieutenant Miller! I was just about to send for you," said CPT James, smiling. "How many civilians do we have signed up for the street cleaning duty?"

"Well, sir, unfortunately we haven't got anyone yet," said Miller dejectedly. "No one is willing to take the risk when there are plenty of other jobs available going for the same wage."

"I must say, I'm very disappointed in you, Lieutenant," said James, frowning. "Why couldn't you convince these people that that cleaning up the streets will make them safer in the long run? My expectation was that you were the right man for this job, but I can see now that I was wrong about that!"

"Sir, I'm sorry that you're disappointed in me, but I think I have a way for us to accomplish this mission," said Miller eagerly. "If we offer 25,000 Dinars..."

"Lieutenant, I told you that that was not going to happen," interrupted James.

"I know, sir, but please hear me out," said Miller calmly. "One of my contacts is Mullah Hassan, a well-connected religious leader in the town. He's agreed to help us if we can offer at least 25,000 Dinars. He'll not only get us volunteers, he'll make sure that they understand that the money is only temporary, and he's promised to help organize ongoing clean up efforts, even after we stop paying."

"OK, I'm still skeptical, but go ahead and tell me more," said James folding his arms.

"Well, I actually think that this plan will help us accomplish our mission more quickly," said Miller.

"Really," said James, arching his eyebrow, "how so?"

"Well," continued Miller, "for one thing, we would recruit people faster. For another thing, the Mullah will gain a lot of credibility for brokering this deal, for which he'll be grateful to us, of course."

"Of course," repeated James sarcastically, "but how does that help us exactly?"

"He can help us get better information on who is planting the IEDs," said Miller. "He's already promised to do whatever he can, provided that we can pay a suitable wage."

"This sure feels a lot like extortion," grumbled James.

"I know it looks that way on the surface," said Miller, "but I think this guy is the real deal. We've been trying for six weeks to get good intel and have been stonewalled. This guy has already given me a useful tip today, and I think he's well-connected enough to give us a lot more. Trust me; this guy is not just about getting personal glory. He really does care about these people and wants them to be treated fairly. He told me that if we do this, he'll know it's a sign from Allah that we can be trusted."

"Well, I still think you're being naïve, but I suppose I could pull a few strings and send in a requisition for more funding," said James. "Can you guarantee me that I won't be sorry?"

"Sir," said Miller grinning, "I promise that if this doesn't work out, the Army can bill me personally for the extra money!"

"That won't happen," sighed James, "it would take too much paperwork!"

Discussion Questions:

1. What did 1LT Miller do well?

— *Expected answers might include:*

- *He took a break, which would allow the CPT to calm down as well as give the LT time to come up with a better plan.*
- *He tried approach the following day by discussing the difficulty, but quickly adjusted his behavior when that didn't go over well with the CPT.*
- *He came prepared with a more detailed plan and refined influence goal.*
- *He provided sufficient rationale to the CPT.*
- *He addressed each of the CPT's concerns as they were brought up.*

2. Is there anything that 1LT Miller should have done differently?

— *Encourage students to share their ideas.*

Summary and Final Assessments



Summary

- Why is influence important in Army Leadership?
- What are some of the reasons you might need to influence someone?
- Who are the people you might need to influence?
- What are three potential outcomes from an influence attempt?
- What should happen before the influence attempt?
- Why is it important to establish an influence goal?
- Name three influence tactics and when they are appropriate to use
- What are some ways you can check the target's reaction to see if you are meeting your influence goal?
- What are some ways you can adjust your own response to be more effective?

59

Summary

Talking Points

Show Slide 59

Let's quickly summarize the key points we've discussed today.

- ◆ Why is influence important in Army Leadership?
 - *Effective influence means getting things done while preserving positive relationships that smooth the way to get things done effectively in the future.*
- ◆ What are some of the reasons you might need to influence someone?
 - *To acquire information,*
 - *To acquire a physical object,*
 - *To get power or authority from the target to do something (e.g., permission from one's superior to implement a new program),*
 - *To get the target to do something or to help the influencer do something,*
 - *To change the target's attitude or opinion,*

-
- *To get the target to go somewhere,*
 - *To get the target to buy or sell something,*
 - *To get the target to change an existing role relationship (e.g., enter into a partnership),*
 - *To get the target to change a personal habit or characteristic (e.g., quit drinking), and*
 - *To get the target to take a risk or make a sacrifice.*
 - ◆ Who are the people you might need to influence?
 - *Peers, supervisors, subordinates, others outside your chain of command.*
 - ◆ What are three potential outcomes from an influence attempt?
 - *Resistance, compliance, commitment.*
 - ◆ What should happen before the influence attempt?
 - *Set goals, evaluate situation, plan approach.*
 - ◆ Why is it important to establish an influence goal?
 - *Provides focus; gives a reference point to measure progress against.*
 - ◆ Name three influence tactics and when they are appropriate to use.
 - *See handout for answers.*
 - ◆ What are some ways you can check the target's reaction to see if you are meeting your influence goal?
 - *Attend to verbal and nonverbal cues,*
 - *Be aware of own biases and attributions,*
 - *Be cautious about overestimating your own ability to read others, and*
 - *Consider target's culture.*
 - ◆ What are some ways you can adjust your own response to be more effective?
 - *Be aware of how culture impacts how you come across,*
 - *Ask questions to get at real concerns,*
 - *Demonstrate understanding of what target is saying,*
 - *Hypothesis test – try out different tactics to see what fits, and*
 - *Deal carefully with emotional individuals.*
-



Role Play Exercise Directions

- Directions:
 - Pair up with 1 other person
 - Read scenario and prepare for 10 minutes
 - Conduct role play for 10 minutes
 - Fill out leader or target checklist for 5 minutes
 - Discuss the exercise for 5 minutes
 - Repeat exercise with second scenario

60

Role Play Exercise

Talking Points

Now, I'm going to give you the chance to do a more complete practice exercise and get feedback on your results.

Show Slide 60

Break the class up into pairs

Pause after you asked them to pair up to allow time to assign roles

Confirm that everyone knows his or her role and remind them that they will switch roles for Scenario

INSTRUCTOR NOTE: *Two of the four role plays that are available (see "Resource CD") should be selected. The Mukhtar and Sick Volunteer role plays are more appropriate for Officers while the Earthquake and Embassy role plays are more appropriate for NCOs. For each role play there is information for an influencer as well as a target.*

After each of the 2 role plays participants should be given the opportunity to complete the Role Play Checklist ("Role Play Checklists" file is available in the "Handouts" folder of the "Resource CD" provides the 2 checklists that will be needed for each participant). The purpose of this checklist is to help students give each other feedback on how effective they were and for influencers to compare self-ratings to other ratings. This comparison can enhance self-awareness by giving students insights as to how others view their effectiveness.

Slides 64-67 provide information on the influencer's goals for each

*Pass out the
materials for
“Scenario 1”*

- ◆ Pair up and decide who will be the “influencer” and who will be the “target of influence” first.
- ◆ You will have 10 minutes to read your scenario and plan what you will say during the discussion.
- ◆ Next, each pair will participate in the role-play where the “influencer” will have to persuade the “target of influence” in order to accomplish two specific goals. The discussion *could* last up to 10 minutes.
- ◆ Upon conclusion of the discussion, both the “influencer” and the “target of influence” will need to evaluate the “influencer’s” performance in the role-play.
 - We’ll then take some time to discuss how it went.
 - The facilitator will be observing your discussions, and I will also offer feedback as appropriate.
- ◆ This will last approximately 5 minutes.
- ◆ You and your partner will then switch roles and repeat the exercise using the second scenario.
- ◆ Before you begin, there are a couple important points to remember.
 - First, even though you only have 10 minutes to read the scenario and prepare for the discussion, it is very important that you understand your character’s story.
 - In addition, you need to stay in character throughout the entire discussion.
 - Lastly, you may need to build upon the facts you’ve been given in order to accomplish your goals, but please do not deviate too far from the main points.
 - Remember the focus of this exercise is on the individual who is playing the “influencer.”
 - Those of you playing the “targets” please engage in the role-play, but do not take over the interaction.
 - I’ll give you a time check at 5 and 2 minutes up on the screen so you’ll know how much time you have left for the role-play.

Facilitation

After the first 5

- ◆ Those people playing the role of the “target of influence” please step outside of the room with us for a minute.
-

minutes, remind the students they have 5 more minutes to prepare

Once it looks like most of the students playing the “target of influence” have read both pages, ask them to step out of the room

During the 10-minute role play give time checks by showing slides 60 and 61 respectively

Show the appropriate slide with the influencer goals (64-67)

Pass out the role-play checklists and have the students fill them out

- ◆ When the “targets” reenter the room, the role-play will begin.
 - ◆ Ask the students whether they understand their role as the “target.”
 - ◆ Make sure they understand their “bottom line” and the influencer approaches that will yield positive and negative responses.
 - ◆ Clarify that if the “influencer” uses the majority of the influence attempts in the left column, they should comply with the “influencer’s” request and end the interaction.
 - *This means every discussion may not last for the full 10 minutes.*
 - *Emphasize that they should respond in accordance with the directions. They should not just respond poorly to the first influence attempts just to keep the conversation going.*
 - *However, if they use the majority of the arguments in the right column, continue to resist.*
 - ◆ Announce when the time is up.
 - ◆ Note the goals of the influencer on this slide. You will need to have these in mind when you fill out your evaluation checklist.
 - ◆ Now take a few minutes to fill out the checklist regarding the “influencer’s” performance.
 - ◆ Your partner will not see your answers on this checklist, but you will discuss the role-play afterwards.
 - ◆ So please be honest in your responses.
 - ◆ Now, please take a few minutes to discuss the questions on this slide.
-

Mukhtar

Role: Influencer
Your Name: Captain Adams

Background Information:

- ◆ You are **CPT Adams**, a company commander deployed to a small town in northern Iraq near Mosul. Your company has been in the town for approximately three weeks.
- ◆ The previous company, along with NGOs in the area, made significant progress in reconstruction efforts: building a school, a health clinic, and a police station.
- ◆ The Iraqis, including the most influential leader in town, the **Mukhtar¹, Muhammad Saddak al-Battah**, had a very good rapport with the previous company and its commander.
- ◆ Two months ago, a Soldier from this company was involved in a terrible incident:
 - The Soldier, believing insurgents had fired upon him, returned fire and accidentally killed a young girl. There were no witnesses to confirm the story, and it could not be determined where the first shot came from.
 - The Soldier was not punished because the rules of engagement for the area state that Soldiers may return fire when fired upon. As of yet, no compensation has been arranged for the girl's death.
- ◆ Since then, the relationship between the Americans and the Iraqis changed dramatically, and a small insurgency began to develop.
 - Demonstrators have accused the Americans of murder and demanded revenge.
 - Townspeople avoided all contact with the American troops.
 - The Mukhtar was very reluctant to have any meetings with the company commander, and the company was transferred before the commander could resolve the situation.
- ◆ Since the incident, the reconstruction efforts have been significantly hindered because the resources used for reconstruction have been redirected towards stopping the insurgency.
 - If the insurgency grows, the NGOs will have to leave the area, which would also hurt the reconstruction efforts.
- ◆ Your company has been given a two-fold mission.
 - First, reestablish a relationship with the Mukhtar in order to get him to obtain information about the small, but growing insurgent activity and supply the intel to you.
 - Second, continue the reconstruction efforts by working with the Iraqis and NGOs in the area to build a fire station and a new water tower.
- ◆ You have already had two meetings with the Mukhtar, though both were very brief and no real progress was made.

¹ A Mukhtar is a civic leader and the head of a village.

- The Mukhtar tried several times to raise the topic of the girl, but you felt it was unwise to dwell on this subject and so tried to redirect the conversation.
- ◆ The Mukhtar has agreed to meet with you for a third time at his house.
- ◆ You will start the meeting with the Mukhtar.

Your Goals:

- 1.) Get the Mukhtar to agree to obtain information about the insurgent activity and supply it to you.
- 2.) Win the Mukhtar's trust and respect so that he will influence the people to work more productively with the Americans.

Mukhtar

Role: Target of Influence

Your Name: **Muhammad Saddak al-Battah**

Background Information:

- ◆ You are **Muhammad Saddak al-Battah**, the **Mukhtar**¹ in a small town in northern Iraq, near Mosul. You are the most influential leader in the town.
 - Throughout the last year, a company from the U.S. Army has been working in your town, and you and the other townspeople developed a strong rapport with the Soldiers and their Commander.
 - The company, along with NGOs in the area, helped to make significant progress in reconstruction efforts, including building a school, a health clinic, and a police station.
- ◆ Two months ago, a Soldier from this company was involved in a terrible incident:
 - The Soldier, believing insurgents had fired upon him, returned fire and accidentally killed a young girl. There were no witnesses to confirm the story, and it could not be determined where the first shot came from.
 - The Soldier was not punished because the rules of engagement for the area state Soldiers may return fire when fired upon. As of yet, no compensation has been arranged for the girl's death.
- ◆ Since then, the relationship between the Americans and the Iraqis dramatically changed, and a small insurgency began to develop.
 - Demonstrators have accused the Americans of murder and demanded revenge.
 - Townspeople avoided all contact with the American troops.
 - You were very reluctant to associate with the company, as this would harm your image in the community.
- ◆ There are new members of the town council who are very conservative and want the Americans to pull out of the area as soon as possible.
 - The conservatives have called for all ties to be broken with the Americans; you are more moderate, but they have been pressuring you to support their position.
 - You have some fear for your family's safety because you think the insurgents may begin targeting you and your family if you continue to work with the Americans.
- ◆ You are in danger of losing credibility if public opinion sways too far against the Americans.
- ◆ The company that had been working in the town departed a couple weeks after the incident occurred, and a new company arrived.

¹ A Mukhtar is a civic leader and the head of a village.

- ◆ The new company has now been in the town for nearly three weeks, and you have had two meetings with the new Company Commander, **CPT Adams**.
 - You kept the meetings brief because you did not want the Americans to get the idea that you forgot about the previous incident.
 - You wanted to make sure CPT Adams understood your power in the town.
 - You also would like to move past the incident, but you need a way of doing this that allows you to save face and keep the townspeople happy.
- ◆ You have agreed to a third meeting with CPT Adams in your home because you know that the reconstruction of the town is important.
- ◆ CPT Adams will begin the meeting with you.

Mukhtar

Target Prompts

React positively if the CPT:

- ◆ Asks how you are doing and makes attempts at get to know you better.
- ◆ Expresses sincere regret for the incident.
- ◆ Provides good options to help deescalate the hostile feelings in the town (e.g., compensation, public apologies, etc.).
- ◆ Guarantees that the information you provide can't be traced back to you.
- ◆ Has a solid plan for preventing further incidents (e.g., coordination with Iraqi forces for conducting searches, fewer patrols).
- ◆ Explains the long-term benefits of the reconstruction efforts for everyone.
- ◆ Shows respect for your power.
- ◆ Recognizes the difficult position that you are in and offers help to resolve it.
- ◆ Attempts to truly understand your perspective by asking questions and modifying his or her approach, as appropriate.

If the influencer uses more of these influence attempts, end the interaction by agreeing to the CPT's requests.

React negatively if the CPT:

- ◆ Begins the meeting by discussing the need for information from you about the insurgency.
- ◆ Doesn't ask about how you are doing.
- ◆ Doesn't show true sympathy for the townspeople or the tragedy that occurred.
- ◆ Threatens to stop reconstruction if you do not get information about the insurgency.
- ◆ Implies that if you aren't willing to get information, then you are contributing to the problem.
- ◆ Implies that if you aren't willing to get information, the Army will be forced to conduct numerous patrols and searches.
- ◆ Doesn't recognize your power base or infers that it comes from what the American's give you.
- ◆ Gives a lot of exaggerated promises that can't realistically be kept (e.g., no innocent townspeople will be hurt again).

If the influencer uses more of these influence attempts continue to resist until the influencer changes tactics or until time is up.

****For any influence attempt not related to either list react in a neutral manner.**

Bottom line: You are stuck between a rock and a hard place. On the one hand, you would like to accept help from the Americans. On the other hand, the council, the townspeople, and your own sense of honor require you to resist this help. You are looking for a way out of this dilemma that allows you to save face and helps ease the feelings of the townspeople.

Sick Volunteer

Role: Influencer

Your Name: First Lieutenant Wilson

Background Information:

- ◆ You are a platoon leader, **1LT Wilson**.
- ◆ Your platoon has been sent to a country in East Africa to participate in a United Nation peacekeeping mission.
 - A civil war has been going on in this country for several years, but a ceasefire has recently been negotiated and a new government is coming to power.
 - The U.N. has established a peacekeeping force to assist in monitoring the ceasefire agreement so that the new government can peacefully transition.
 - Remaining elements of a rebel party are trying to disrupt the peace process, and the peacekeeping forces need to ensure that the rebels do not succeed.
 - Your platoon is in charge of monitoring the security situation in a remote village and the surrounding areas.
 - There are a couple Non-Governmental Organizations (NGOs) who have been working in this area for some time.
 - One of them is in charge of food distribution in this region, which is essential to the larger goal of promoting peace and stability in the area; in the past, food shortages have resulted in violence.
- ◆ Currently, **U.S. Army personnel do not have any direct and consistent contact with the personnel from the NGO.**
 - However, you would like to get help from the NGO to gather intelligence about the rebel forces, and so you took the initiative to meet with NGO personnel.
 - During this meeting, you found out that one of the volunteers, the food distribution manager, is sick. Your medic informed you that she is most likely suffering from dysentery, a serious illness.
 - She is very dehydrated, and the NGO does not have the appropriate supplies to treat her.
 - The illness and dehydration have made her too weak to travel.
 - When you offered to give the NGO medical supplies and treatment for the sick woman, both the director of the organization, Director Hall, and the woman refused your help, because they believe that the military's overall mission is contrary to theirs.
 - The volunteer said that she prefers to go to the local hospital for treatment; however, the hospital is two days away, and the journey is dangerous.

- ◆ You know that the organization is highly understaffed, and the loss of one of their volunteers could put the food distribution in jeopardy, which, in turn, would jeopardize the security situation.
 - You are also getting some pressure from Higher to try and use the NGO as a source of intelligence about rebels in the area.
 - You know that if you could provide assistance to the volunteer, this would lay the groundwork for a continuing relationship that would make it easier to gather intelligence.
- ◆ Director Hall has agreed to meet with you again to discuss the volunteer's health.
- ◆ You will start the meeting with Director Hall.

Your goals:

- 1.) Get Director Hall to agree to talk to the volunteer about accepting the medic's assistance.
- 2.) Get Director Hall to commit to doing whatever it takes to convince the volunteer to accept the medic's assistance.

Sick Volunteer

Role: Target of Influence

Your Name: Director Hall

Background Information:

- ◆ You are **Director Hall**, head of an American Non-Governmental Organization (NGO) in a small village in an East African country. A civil war has been going on in this country for several years, but a ceasefire has recently been negotiated and a new government is coming to power.
 - Your organization has been working for the past six months on various projects to help the populace, and you have managed to gain the trust of the local leaders.
- ◆ Your primary mission is to deliver much needed food to the village and the surrounding areas.
 - Your organization has no political, religious, or military affiliation, and you have been working *extremely* hard to portray a neutral image to the local population.
 - There is a high degree of anti-American sentiment in the area, and people are especially wary of the U.S. military.
 - Therefore, you have carefully avoided any contact or collaboration with the U.S. military and other U.N. Peacekeeping forces.
- ◆ Recently, one of your volunteers who manages the food distribution and is the point of contact with the village elders has become ill, though you are not sure how serious it is.
 - You do not possess the medical capabilities to treat her, and the nearest hospital is a two-day trip away.
- ◆ A group of American Soldiers recently approached you and identified themselves as a U.S. Army platoon in charge of providing security in the area.
 - Their medic examined your volunteer and diagnosed her with dysentery.
 - The medic has told you that she is severely dehydrated and will become very ill without proper medical treatment.
- ◆ The volunteer refused to receive direct aid from military personnel. She prefers to make the two-day trip to the nearest hospital with the local indigenous volunteers, who are willing to escort her.
 - You cannot force her to accept the medic's help and are willing to let her make a choice with respect to her course of treatment.
 - You are worried that if you accept the Soldiers' help, the local population will see you as affiliated with the U.S. military.
 - It took you a long time to build trust with the local populace, and you know this trust would be lost if they saw you collaborating with the U.S. Army.

- You also suspect that the Army platoon leader has ulterior motives and would like to use your organization to further their own goals.
- ◆ However, you have agreed to meet again with the platoon leader, **1LT Wilson** to discuss the health of your volunteer.
- ◆ 1LT Wilson will begin the meeting with you.

Target Prompts

React positively if the 1LT:

- ◆ Demonstrates an understanding of your policy of not accepting military assistance.
- ◆ Proposes viable options to help you retain your neutral image and still get help.
- ◆ Explains why it would be dangerous for the volunteer to travel to the hospital.
- ◆ Shows true concern for the health and safety of the volunteer.
- ◆ Attempts to truly understand your perspective by asking questions and modifying his or her approach, as appropriate.

If the influencer uses more of these influence attempts, end the interaction by agreeing to try and convince your volunteer to accept the medic's assistance.

React negatively if the 1LT:

- ◆ Indicates that the U.S. Army's mission will be jeopardized if the volunteer doesn't receive assistance.
- ◆ Indicates that any negative consequences from the volunteer's illness would reflect poorly upon you.
- ◆ Uses pressure or "scare" tactics.
- ◆ Indicates that the success of the mission supersedes the concerns/wishes of your volunteer.
- ◆ Tries to use you as a source of intel.

If the influencer uses more of these influence attempts continue to resist until the influencer changes tactics or until time is up.

****For any influence attempt not related to either list react in a neutral manner.**

Bottom Line: You are skeptical and suspicious of the Army's real motives. You are not a medical expert and so have no way of knowing how serious the volunteer's condition really is. The only way you would agree to the Lieutenant's request is if s/he gives you some options for receiving treatment without raising suspicions with the locals. Also, you want to be sure the Lieutenant is doing this out of concern for the volunteer and not for personal or military gain.

Earthquake

Role: Influencer

Your Name: Staff Sergeant Davis

Background Information:

- ◆ You are **SSG Davis**, a squad leader who has been deployed to Egypt.
- ◆ Your battalion is participating in a USCENTCOM joint/coalition exercise designed to increase regional involvement in pursuit of improved security and defense capabilities.
- ◆ Squads from your Battalion are positioned at various observation posts (OPs) along the Egyptian – Israeli border.
- ◆ The OPs are very spread apart, so the squads reside in small towns near their respective OP.
 - Your squad, which includes nine Soldiers and a combat medic, is staying at a resort/hotel in a small town in the Taba area, which is 2 km from the Egyptian – Israeli border.
 - The hotel is the central focus of the town, and it is the primary employer of the townspeople.
- ◆ Four days ago there was an incident at the hotel, involving two of your Soldiers.
 - The Soldiers became intoxicated at the hotel bar.
 - They started a fight, damaged some hotel property, and then went to the local mosque and extinguished a sacred flame that is supposed to burn eternally.
 - The townspeople were outraged over this event and wanted all U.S. Soldiers to leave the town.
 - The head of the local police force, **Ali Khalaf**, was one of the most vigorous critics and nearly succeeded in having you all removed from the area.
 - You never spoke to Ali Khalaf about the incident because you thought it would be better to deal directly with the hotel manager.
 - You spoke with the hotel manager and assured him that this type of activity would never happen again.
 - You and the manager reached a compromise: your Soldiers would be able to stay at the hotel, but they would no longer be allowed in the bar.
 - The Soldiers were punished with Article 15s and a reduction in pay.
- ◆ Today, an earthquake occurred in the area, and it severely damaged buildings in the town and caused a significant amount of injuries to the residents.
- ◆ You made a request to Higher to allow your squad to leave the OP and go help the townspeople.
 - Higher approved your request, and you took your Soldiers to offer assistance.

- ◆ When you arrived on the scene, you saw the mass destruction caused by the earthquake.
 - There were many individuals injured and not yet receiving help, while others were still caught underneath the rubble.
- ◆ Ali Khalaf is in charge of the situation.
 - You need permission from Ali Khalaf before any of your Soldiers can enter the area.
 - You know that Ali Khalaf has a lot of influence over the townspeople.
 - You would rather not discuss the mosque incident with Khalaf, because you don't think it will be productive; your priority is to help with the rescue.

Your Goals:

- 1.) Convince Ali Khalaf to agree to allow you and your Soldiers to help with the rescue and medical aid efforts.
- 2.) Get Ali Khalaf to commit to persuading the townspeople to accept you and your Soldiers' assistance.

Earthquake

Role: Target of Influence

Your Name: Ali Khalaf

Background Information:

- ◆ You are **Ali Khalaf**, the head of the local police force in a town in the Taba area of Egypt, which is 2 km from the Egyptian – Israeli border.
 - There is a large resort/hotel in the town that is the main employer of the townspeople.
- ◆ For the last month a squad of U.S. Army Soldiers has been residing at the hotel.
- ◆ Four days ago there was an incident at the hotel, involving two of the American Soldiers.
 - The Soldiers became very intoxicated at the hotel bar.
 - They started a fight, damaged some hotel property, and then went to the local mosque and extinguished a sacred flame that is supposed to burn eternally.
 - You and the rest of townspeople were outraged over this event and wanted all American Soldiers to leave the town.
- ◆ You went to the hotel manager (who is not Muslim) and told him you were going to order the Americans to leave the hotel.
 - The manager told you that he spoke with the leader of the Soldiers and they reached a compromise: the Soldiers would be able to stay at the hotel but would no longer be allowed in the bar.
- ◆ You completely disagreed with this solution and were extremely offended that the manager did not consult you before making this deal with the Soldiers; however, you had no legal authority to reverse the decision.
 - Word of this got out, and people began to question your influence; you have even heard that people have lost confidence in you!
 - You were even more upset because the leader of the American Soldiers did not approach you about the situation and did not make any type of public apology after the incident.
- ◆ Today, an earthquake occurred in the area, resulting in several injuries and damaged buildings.
- ◆ You are in charge of the rescue and medical aid efforts for the disaster.
 - You are doing the best you can with the available resources and more help is on the way.
 - There are many individuals who are injured and others who are still caught underneath the rubble, but you are confident that you can handle the situation.
 - You know that if you are successful, the townspeople will again have confidence in you.

- ◆ You received word that the American Soldiers are leaving their post and coming to offer assistance.
 - You are enraged that they would dare to approach you; you can't even bear the sight of them.
 - You believe it is inappropriate and dishonorable to allow the Americans to help, and you know the townspeople would lose even more respect for you if you allowed it.
 - You want the U.S. Soldiers to leave the area and let you take care of the situation.
 - You could be convinced to let another squad provide assistance if offered.

Target Prompts

React positively if the SGT:

- ◆ Recognizes how upset you are and ingratiates him/herself.
- ◆ Shows respect for your power.
- ◆ Shows regret and remorse for the inappropriate actions of the Soldiers.
- ◆ Explains how measures have been taken to reprimand the Soldiers.
- ◆ Explains how measures will be taken to avoid similar incidents in the future.
- ◆ Shows sincere concern for the safety of the townspeople.
- ◆ Indicates that helping is an opportunity for the Soldiers to atone for their behavior.
- ◆ Provides a way for you to save face with the townspeople (e.g., offers some compensation/public apology for the incident).
- ◆ Attempts to truly understand the official's perspective by asking questions and modifying his or her approach, as appropriate.

If the influencer uses more of these influence attempts, end the interaction by agreeing to let the American Soldiers provide assistance.

React negatively if the SGT:

- ◆ Starts with a rational discussion; you are enraged and need to have this acknowledged before you will hear anything else.
- ◆ Suggests that you are overreacting about the incident at the mosque.
- ◆ Tries to avoid discussing the incident at the mosque.
- ◆ Suggests it's more important to let the Soldiers help than hold a grudge over the mosque incident.
- ◆ Asks to speak with someone else about the situation, implying that you don't really have any power.
- ◆ Implies that he/she is still going to help even if you don't give your approval.

If the influencer uses more of these influence attempts continue to resist until the influencer changes tactics or until time is up.

****For any influence attempt not related to either list react in a neutral manner.**

Bottom Line: You are extremely upset and angry. You are not interested in hearing rational arguments about why the Soldiers should help. They are the bane of your existence, and their very presence in the town has undermined your authority. The only way you will allow them to help is if you are somehow able to turn this to your advantage and use it as a way to regain respect and influence in the town.

Embassy Official

Role: Influencer

Your Name: Master Sergeant Edwards

Background Information:

- ◆ You are **MSG Edwards**, an Operations Specialist working for the United States Embassy in Yemen as part of an international aid effort to build new schools, clinics, and wells.
 - You support the construction efforts being conducted in very remote areas of Yemen.
 - One of your main responsibilities is to ensure there are sufficient personnel and equipment to support mission requirements.
- ◆ There is an agreement between Yemen and the United States about personnel and equipment entering the country.
 - Part of the agreement states that **requests for personnel and equipment must be submitted 3 weeks in advance of the arrival date**. Part of your job is to work with your contact at the U.S. embassy, Pat Larson, to get these requests processed and approved.
- ◆ A new construction team has been working in the country for two weeks; you were just notified of an additional need for a four person medical contact team to be brought in from the United States to support the construction efforts.
 - Yemen has been experiencing an increased problem with malaria, and the medical team would be responsible for treating any construction team members that become ill.
 - The medical team could also treat and educate the Yemeni workers about malaria, which the Yemen government is currently not doing.
 - In addition to the medical contact team, the electrical engineer working with the construction team has had a family emergency that requires him to go back to the United States immediately.
 - Construction is currently behind schedule, and the team will not be able to fully accomplish their mission unless they are able to replace the electrical engineer.
 - A replacement worker has been identified and is ready to come to Yemen as soon as his entry is approved.
- ◆ Your embassy contact, Pat Larson, has been difficult to work with in the past.
 - Pat is an American career civil servant and is very inflexible.
 - The last time you asked for Pat to help you get a waiver for the three week requirement, a Yemen official got wind of it, and Pat got into trouble. Pat declared that from then on there would be no more exceptions to the three week rule.
 - You agreed at the time, but given the seriousness of the situation, you need to ask Pat for help in getting this new request processed in three days.

Your Goal:

- 1.) Get Pat Larson to agree to request approval from the Yemen government to allow the replacement worker and the medical team and their equipment into the country in *less than 3 days*.
- 2.) Get a commitment from Pat Larson to personally go to all possible lengths to get the replacement worker and the medical team and their equipment into the country in *less than 3 days*.

Embassy Official

Role: Target of Influence
Your Name: Pat Larson

Background Information:

- ◆ You are Pat Larson, an American career civil servant working at the United States embassy in Yemen.
 - You are in charge of coordinating requests to bring personnel and equipment into the country.
 - Ultimately, your goal is to help ensure smooth relations between the two governments.
- ◆ There is an agreement between Yemen and the United States about personnel and equipment entering the country. Part of the agreement states that **requests for personnel and equipment must be submitted 3 weeks in advance of the arrival date.**
- ◆ In your role, you work regularly with MSG Edwards, an Operations Specialist from the US Army.
 - In the past, as a favor to MSG Edwards, you obtained special permission from your contact in the Yemen government to make an exception and grant access for additional personnel to be let in the country in less than 3 days.
 - A more senior Yemeni official heard about the situation and was upset that the rules were not strictly followed.
 - As a result, your important relationship with Yemen contact was strained and your own supervisors were very unhappy about the situation.
 - After that, you told MSG Edwards that there would be no more exceptions to the 3 week advance notice requirement.
- ◆ You were recently contacted again by MSG Edwards.
 - MSG Edwards requested that a four person medical contact team be brought in immediately to help with a current construction project.
 - The medical team would be responsible for treating construction team members for malaria and teaching them about malaria prevention.
 - Yemen has been experiencing an increased problem with malaria, but you think the Yemen government is handling the issue.
- ◆ In addition to the medical team, the electrical engineer working with the construction team has had a family emergency that requires him to go back to the United States immediately.
 - The construction team says they will not be able to fully accomplish their mission unless they are able to replace this individual with another qualified engineer.
 - However, you are very skeptical that this is actually true.

- A replacement worker has been identified and is ready to come to Yemen as soon as his entry is approved.
- ◆ These requests would normally take another 3 weeks to process.
 - Processing the paperwork in less time would require extraordinary effort on your part, and you are already busy with several other requests.
 - To make this happen, you would need to pull in favors from all your contacts (favors you are saving for a real emergency), work extra hours, and personally appeal to your superiors to get them to support the request.
 - You don't think that all this effort is worth the hassle because you believe that the construction team can wait for the medical personnel and replacement engineer.

Embassy Official

Target Prompts

React positively if the MSG:

- ◆ Explains that the medical contact team could provide beneficial services, including:
 - Providing malaria treatment and education to the Yemenis in remote areas.
 - Helping the local government become more popular with civilians.
- ◆ Shows concern for the amount of work you will have to do to make this happen.
- ◆ Offers some kind of exchange for your help (e.g., help in selling the idea up the chain of command).
- ◆ Makes a very compelling argument about why the need is so urgent.
- ◆ Attempts to truly understand your perspective by asking questions and modifying his or her approach, as appropriate.
- ◆ Acknowledges that the prior request to speed up the approval process put you in a difficult position.

If the influencer uses more of these influence attempts, end the interaction by agreeing to the influencer's requests.

React negatively if the MSG:

- ◆ Focuses most of the discussion on the needs of the Army.
- ◆ Makes statements about going above you to get the matter taken care of.
- ◆ Mentions that other officials have made exceptions and that it is not that big of an issue.
- ◆ Questions your authority or ability to make this situation happen.
- ◆ Implies that the Yemen government is not doing its duty to prevent malaria. You won't be able to convince your contacts with this argument!
- ◆ Makes light of or disregards the amount of work you will have to do to make this happen in such a short timeframe.
- ◆ Tries to flatter you.
- ◆ Promises that this will be the last request to speed up the approval process – you've heard that one before!

If the influencer uses more of these influence attempts continue to resist until the influencer changes to more effective tactics or until time is up.

****For any influence attempt not related to either list react in a neutral manner.**

Bottom line: You are extremely busy working on other requests for personnel/equipment and you are very reluctant about trying to convince your Yemen contacts to waive the rules again. It will take a lot to convince you that it's really necessary to get around the normal three-week process and bring these people in on such short notice. The only way your contacts will push the request through is if you have sufficient rationale about how these additional individuals will benefit the Yemen government and its people.

Role Play Checklist: Influencer

Influencer Name: _____ Target of Influence Name: _____

Scenario Name: _____

1. How effective were you in communicating your influence goals to the target?
 - a. **Very effective**
 - b. **Effective**
 - c. **Somewhat effective**
 - d. **Ineffective**
 - e. **Very ineffective**
2. How accurate were you in interpreting the target's reaction to your influence attempts?
 - a. **Very accurate** – I was very much aware of how the target was responding to me.
 - b. **Accurate** – I was generally aware of how the target was responding to me.
 - c. **Somewhat accurate** – I was partially aware of how the target was responding to me.
 - d. **Inaccurate** – I was not completely sure about how the target was responding to me.
 - e. **Very inaccurate** – I was not at all sure about how the target was responding to me.
3. In general, how did the target react to your attempts to influence him or her?
 - a. **Very positive** – the target almost always responded positively to what I was saying.
 - b. **Somewhat positive** – the target usually responded positively to what I was saying, but occasionally responded negatively.
 - c. **Neutral** – about half the time, the target responded positively to what I was saying, and the other half he or she responded negatively.
 - d. **Somewhat negative** – the target usually responded negatively to what I was saying, but occasionally responded positively.
 - e. **Very negative** – the target almost always responded negatively to what I was saying.
4. How consistently did you adjust your own behavior in response to negative reactions from the target?
 - a. **Always** – I always changed my influence approach in response to the target's negative reactions.
 - b. **Usually** – I usually changed my influence approach in response to the target's negative reactions.
 - c. **Sometimes** – I sometimes changed my influence approach in response to the target's negative reactions.
 - d. **Rarely** – I tended to use the same influence approach, even when the target responded negatively.
 - e. **Never** – I always used the same influence approach, even when the target responded negatively.

5. In the instances when you did adjust your own behavior in response to negative reactions from the target, how successful were you in choosing a more effective influence tactic?
 - a. **Very successful** – Whenever I changed my approach, I got a more positive reaction from the target.
 - b. **Generally successful** – Whenever I changed my approach, I usually got a more positive reaction from the target.
 - c. **Sometimes successful, sometimes unsuccessful** – Whenever I changed my approach, I sometimes got a more positive reaction and sometimes got a negative reaction from the target.
 - d. **Generally unsuccessful** – Whenever I changed my approach, I usually got a negative reaction from the target.
 - e. **Very unsuccessful** – Whenever I changed my approach, I always got a negative reaction from the target.
6. During the interaction, to what extent were you able to understand the target's real objections to your request?
 - a. **To a great extent** – I felt that I fully understood the target's true objections and concerns to my request.
 - b. **To a moderate extent** – I felt that I generally understood the target's true objections and concerns to my request.
 - c. **Somewhat** – I felt that I partially understood the target's true objections and concerns to my request.
 - d. **Not very much** – I felt that I understood hardly any of the target's true objections and concerns to my request.
 - e. **Not at all** – I never felt that I understood any of the target's true objections and concerns to my request.
7. How effective were you overall in meeting your **first goal (goal #1)**?
 - a. **Very effective** – The target agreed to comply with this request with no compromises/concessions on my part.
 - b. **Effective** – The target did agree to comply with this request, though I had to make some compromises/concessions to get the target to agree.
 - c. **Somewhat effective** – The target partially agreed with the request and/or I had to make significant compromises/concessions to get the target to agree.
 - d. **Ineffective** – The target refused my request for now, though the target seemed open to further discussion later.
 - e. **Very ineffective** – The target refused my request and did not seem open to further discussion.
8. How likely is the target to comply with future requests that are similar to what you requested in your **first goal**?
 - a. **Very likely**
 - b. **Likely**
 - c. **Somewhat likely**
 - d. **Unlikely**
 - e. **Very unlikely**

9. How effective were you overall in meeting your **second goal (goal #2)**?
- a. **Very effective** – The target seemed committed to this request with no compromises/concessions on my part.
 - b. **Effective** – The target seemed committed to this request, though I had to make some compromises/concessions to get the target to agree.
 - c. **Somewhat effective** – The target seemed partially committed to the request and/or I had to make significant compromises/concessions to get the target to agree.
 - d. **Ineffective** – The target did not seem to be committed to my request for now, though the target seemed open to further discussion later.
 - e. **Very ineffective** – The target did not seem to be committed to my request and was not open to further discussion.
10. How likely is the target to commit to future requests that are similar to what you requested in your **second goal**?
- a. **Very likely**
 - b. **Likely**
 - c. **Somewhat likely**
 - d. **Unlikely**
 - e. **Very unlikely**
11. How likely is it that the other person understood your perspective as a result of the interaction?
- a. **Very likely** – The other person completely understood my perspective.
 - b. **Likely** – For the most part, the other person understood my perspective.
 - c. **Somewhat likely** – The other person appeared to partially understand my perspective.
 - d. **Unlikely** – It was doubtful that the other person understood my perspective.
 - e. **Very unlikely** – The other person clearly did not understand my perspective.
12. How likely is it that the other person changed his or her own perspective to be in line with yours (i.e., has internalized your position and is committed to it over the long term)? Note that just because someone has complied with your request does not mean that s/he is committed to your position in the long-term.
- a. **Very likely** – The other person adopted all my views as his or her own.
 - b. **Likely** – The other person adopted most of my views as his or her own.
 - c. **Somewhat likely** – The other person adopted some of my views as his or her own.
 - d. **Unlikely** – The other person changed very little of his or her views to match my own.
 - e. **Very unlikely** – The other person clearly did not change his or her views to match my own.

Role-Play Checklist: Target

Influencer Name: _____ Target of Influence Name: _____

Scenario Name: _____

1. How effective was the influencer in communicating his or her influence goals to you?
 - a. **Very effective**
 - b. **Effective**
 - c. **Somewhat effective**
 - d. **Ineffective**
 - e. **Very ineffective**
2. How accurate was the influencer in interpreting your reaction to his or her influence attempts?
 - a. **Very accurate** – The influencer was very much aware of how I was responding to him/her.
 - b. **Accurate** – The influencer was generally aware of how I was responding to him/her.
 - c. **Somewhat accurate** – The influencer was partially aware of how I was responding to him/her.
 - d. **Inaccurate** – The influencer was generally not sure about how I was responding to him/her.
 - e. **Very inaccurate** – The influencer was not at all sure about how I was responding to him/her.
3. In general, how did you react to the influencer's attempts to influence you?
 - a. **Very positive** – I almost always responded positively to what the influencer was saying.
 - b. **Somewhat positive** – I usually responded positively to what the influencer was saying, but occasionally responded negatively.
 - c. **Neutral** – about half the time, I responded positively to what the influencer was saying, and the other half I responded negatively.
 - d. **Somewhat negative** – I usually responded negatively to what the influencer was saying, but occasionally responded positively.
 - e. **Very negative** – I almost always responded negatively to what the influencer was saying.
4. How consistently did the influencer adjust his or her behavior in response to negative reactions from you?
 - a. **Always** – The influencer always changed his or her influence approach in response to my negative reactions.
 - b. **Usually** – The influencer usually changed his or her influence approach in response to my negative reactions.
 - c. **Sometimes** – The influencer sometimes changed his or her influence approach in response to my negative reactions.
 - d. **Rarely** – The influencer tended to use the same influence approach, even when I responded negatively.
 - e. **Never** – The influencer always used the same influence approach, even when I responded negatively.

5. In the instances when the influencer did adjust his or her behavior in response to negative reactions from you, how successful was he or she in choosing a more effective influence tactic?
- Very successful** – Whenever he or she changed the approach, it was always to a more effective tactic.
 - Generally successful** – Whenever he or she changed the approach, it was usually to a more effective tactic.
 - Sometimes successful, sometimes unsuccessful** – Whenever he or she changed the approach, it was sometimes to a more effective tactic and sometimes to an ineffective tactic.
 - Generally unsuccessful** – Whenever he or she changed the approach, it was usually to an ineffective tactic.
 - Very unsuccessful** – Whenever he or she changed the approach, it was always to an ineffective tactic.
6. During the interaction, to what extent was the influencer able to understand your real objections to his or her requests?
- To a great extent** – The influencer fully understood my true objections and concerns to the request.
 - To a moderate extent** – The influencer generally understood my true objections and concerns to the request.
 - Somewhat** – The influencer partially understood my true objections and concerns to the request.
 - Not very much** – The influencer did not really understand my true objections and concerns to the request.
 - Not at all** – The influencer did not at all understand my true objections and concerns to the request.
7. How effective was the influencer in meeting his or her **first goal (goal #1)**?
- Very effective** – I agreed to comply with this request with no compromises/concessions.
 - Effective** – I did agree to comply with this request, though the influencer had to make some compromises/concessions to get me to agree.
 - Somewhat effective** – I partially agreed with the request and/or the influencer had to make significant compromises/concessions to get me to agree.
 - Ineffective** – I refused the request for now, though I was open to further discussion later.
 - Very ineffective** – I refused the request and was not open to further discussion.
8. How likely would you be to comply with future requests that are similar to what was requested in the influencer's **first goal**?
- Very likely**
 - Likely**
 - Somewhat likely**
 - Unlikely**
 - Very unlikely**

9. How effective was the influencer overall in meeting his or her **second goal (goal #2)**?
- Very effective** – I was committed to this request with no compromises/concessions from the influencer.
 - Effective** – I was committed to this request, though the influencer had to make some compromises/concessions to get me to agree.
 - Somewhat effective** – I was partially committed to the request and/or the influencer had to make significant compromises/concessions to get me to agree.
 - Ineffective** – I was not committed to the request for now, though I was open to further discussion later.
 - Very ineffective** – I was not at all committed to this request and was not open to further discussion.
10. How likely would you be to commit to future requests that are similar to what the influencer requested in his or her **second goal**?
- Very likely**
 - Likely**
 - Somewhat likely**
 - Unlikely**
 - Very unlikely**
11. To what extent did you understand the influencer's perspective as a result of the interaction?
- To a great extent** – I completely understood the influencer's perspective.
 - To a moderate extent** – For the most part, I understood the influencer's perspective.
 - Somewhat** – I partially understood the influencer's perspective.
 - To a small extent** – I understood very little of the influencer's perspective.
 - Not at all** – I clearly did not understand the influencer's perspective.
12. How likely would you be to change your own perspective to be in line with the influencer's perspective (i.e., you have internalized the influencer's position and are committed to it over the long term)? Note that just because you may have complied with the influencer's request does not necessarily mean that you would be committed to it in the long-term.
- Very likely** – I completely adopted the influencer's perspective as my own
 - Likely** – I adopted most of the influencer's views as my own
 - Somewhat likely** – I adopted some of the influencer's views as my own.
 - Unlikely** – I adopted very few of the influencer's views as my own.
 - Very unlikely** – I did not change my perspective at all to match the influencer's perspective.



Role Play Discussion

- Targets:
 - Share your “bottom line”
 - Did the influencer understand your real concerns?
 - Do you think the influencer met his/her goals?
 - What did the influencer do well?
 - How could the influencer do better next time?
- Influencers:
 - Does your perception of how well you did match the target’s perception?
 - Did you accurately “read” the target’s reactions to you?
 - Did you adjust your approach to be more effective?
 - What will you do differently in the future?

63

Show slide 63

- ◆ Targets, start by sharing your “bottom line,” and then answer the questions below.
- ◆ Influencers, listen to what the targets have to say and then answer the questions on the right.
- ◆ Remember, the purpose of this is to practice what you have learning today and gain some insights into your influence skills so please give honest feedback and be open to the feedback that you receive!
- ◆ *Repeat the same facilitation guidelines and instructions as you used for “Scenario 1.”*

After the discussion winds down, distribute “Scenario 2” and show slide 60 again

- *As students to start reading “Scenario 2” make sure to remind them of the key points in the instructions including,*
- *Remember, even though you only have 10 minutes to read the scenario and prepare for the discussion, it is very important that you understand your character’s story.*
- *In addition, you should stay in character throughout the entire discussion.*
- *Also, you may expand upon the facts you’ve been given for your role, but please do not deviate too far from the main points.*

-
- ◆ *At the conclusion of the role-plays, facilitate a large group discussion on what they learned:*
 - *Was this activity difficult or easy – why or why not?*
 - *Was the scenario realistic – why or why not?*
 - *What would have made this exercise more challenging?*
 - *How many were able to convince their partners?*
 - *What did influencers do well?*
 - *What common mistakes were made?*
 - *If you had this to do over again, what would you do differently?*
 - ◆ Note: focus on the in-the-moment social awareness process and try to get students to see how they should monitor their partner's reaction and change as appropriate.
 - ◆ Review strategies for determining how to change your approach, such as asking the other person what they underlying concerns are, "testing out" different approaches, asking questions to get a better read on their emotions.
-

Post tests	<ul style="list-style-type: none"> ◆ Now that you are all experts, we're going to take two assessments to see how much you've learned. ◆ First we're going to complete a short knowledge test related to what you have just learned. ◆ You will have 20 minutes to complete this exam. ◆ Distribute the "Multiple Choice Exam" (see "Resource CD") and have everyone begin. ◆ While the test is being completed prepare the Corporal Bennett video SJT. <ul style="list-style-type: none"> - <i>Double click on the CPL Bennett Video file (Resource CD in the VIDEO folder, file name is CPL Bennett Video.htm). This file is a flash movie. There is audio in the video, so you will need to ensure the sound is turned on and can be heard around the classroom.</i> ◆ Allow 20 minutes to complete the knowledge test and then collect the responses. ◆ The second assessment is a video-based test. ◆ I'll stop the video a few times and give you a chance to answer the test questions. ◆ Are you ready to begin?
<i>Get the Corporal Bennett video ready</i> <i>Pass out the second Social Awareness and Influence Video Assessment questionnaires</i>	
<i>Start playing Corporal Bennett scenario. Note: a script is provided in the section that follows.</i>	<ul style="list-style-type: none"> ◆ <i>Click the box that says "Introduction" to play the Introduction. Note that if needed you can pause the video any time by pressing pause. To restart the video, press play. Press Main Menu to return to the main menu.</i> ◆ <i>After the video stops, ask students to answer questions 1-4 in the Introduction. Tell students not to move on until instructed to do so.</i> ◆ <i>After 3 minutes, click on play to go to the next section. Then press begin. Note that some buttons may require multiple clicks to work. You will hear a short introduction to the narrative. Afterwards, press play to play the first section of dialog.</i> ◆ <i>After the video stops, ask students to answer questions 5-8 in Dialog Section 1. Tell students not to move on until instructed to do so.</i> ◆ <i>After 3 minutes, click on begin to go to the next section.</i> ◆ <i>After the video stops, ask students to answer questions 9-12 in</i>

Dialog Section 2. Tell students not to move on until instructed to do so.

- ◆ *After 3 minutes, click on begin to go to the next section.*
 - ◆ *After the video stops, ask students to answer questions 13-16 in Dialog Section 3. Tell students not to move on until instructed to do so.*
 - ◆ *After 3 minutes, click on begin to go to the next section.*
 - ◆ *After the video stops, ask students to answer questions 17-20 in Dialog Section 4.*
 - ◆ *After 3 minutes, collect student response sheets.*
 - ◆ *Time permitting, you may review the answers with the class after you have collected their responses. Preferred answers are highlighted, though other answers may be appropriate also. Preferred answers were chosen by a panel of experts (psychologists with expertise in social awareness and influence) who rated each response option with respect to the degree of social insight represented by that option. Because more than one option may be plausible, this assessment SHOULD NOT be used to assign passing grades in the course. Rather, it should be used as a learning aid to facilitate discussion.*
-

Multiple Choice Exam

(Correct Answers in **Bold**; scoring: 1 point for correct answer, 0 points for incorrect answer. Explanations for correct answers are provided below. If used as an assessment, recommended passing score is 70-80%)

Directions: Choose the best answer for each question.

1. Which of the following statements about influence and leadership is *not* true:
 - a. Influence is necessary to effective leadership
 - b. Influence skills are important in working effectively with individuals outside your chain of command
 - c. **When working with subordinates influence is irrelevant because you can use the chain of command to get things done**
 - d. You can improve your ability to influence others by being more socially aware

(options a, b, and d were all discussed in Module 1; option c is not true because using the chain of command is not sufficient for ensuring subordinates will always follow through. Influence is essential for effective leadership)

2. Social Awareness refers primarily to...
 - a. Awareness of yourself
 - b. Awareness of the needs of other parties in the interaction
 - c. Awareness of cultural factors
 - d. Awareness of the motives of those you interact with
 - e. **All of the above**

(Definition of social awareness provided in Module 1)

3. Commitment, compliance, and resistance are...
 - a. Different types of influence goals
 - b. Dimensions of power
 - c. **Possible outcomes of influence attempts**
 - d. Characteristics of different cultures
 - e. Techniques for increasing social awareness

(Definition of influence outcomes provided in Module 1)

4. Which cultural dimension reflects the extent to which a society has very distinct social classes?
 - a. **Power distance**
 - b. Assertiveness
 - c. Uncertainty avoidance

- d. Performance orientation
- e. Individualism-Collectivism

(Definition of power distance provided in Module 2)

5. Which of the following would **not** be a good way to influence someone in a collectivist society?
- a. Focusing on group cohesion and harmony
 - b. Focusing on benefits to the individual**
 - c. Discussing the problem with the target and attempting to build a consensus
 - d. Pointing out the effect of the task on group outcomes
 - e. Appealing to the target's sense of obligation to others

(Definition of collectivism provided in Module 2; by definition, collectivism emphasizes group cohesion and de-emphasizes a focus on the individual)

6. Cultures low in assertiveness...
- a. Include the United States, Austria, Germany, the Netherlands, and Switzerland
 - b. Prefer warm, cooperative relations, have sympathy for the weak, and emphasize loyalty and solidarity**
 - c. Have a "can-do" attitude and value competition
 - d. None of the above

(Definition of assertiveness provided in Module 2; by definition, assertiveness emphasizes winning and achievement and de-emphasizes cooperative relations and sympathy for the weak)

7. The United States as a nation ranks...
- a. Low in individualism, low in assertiveness, and low in power distance
 - b. High in individualism, low in assertiveness, and in the middle on power distance
 - c. High in individualism, high in assertiveness, and in the middle on power distance**
 - d. High on individualism, low in assertiveness, and high in power distance

(Status of United States on culture dimensions provided in Module 2)

8. In which situation would it be **inappropriate** to use position power to influence a target?
- a. You are higher-ranking than the target
 - b. You want to get "buy in" from your target**
 - c. You can give rewards to the target
 - d. You are in a high power-distance culture and you are working with subordinates
 - e. All of the above

(Power bases were discussed in Module 2; position power is unlikely to help get buy-in from the target, it should be used when the influencer has legitimate authority over the target)

9. In which situation would the **consultation** influence tactic work best?
- a. Your arguments are so compelling that few, if any, counter-arguments exist
 - b. You are in an individualistic culture
 - c. **You are in a culture where collaborative problem solving is important**
 - d. Other people can help you influence the target
 - e. You don't know the target very well

(Influence tactics presented in Module 3; by definition, Consultation works best when group relations and collaboration are valued)

10. In which situation would the **rational persuasion** influence tactic work best?
- a. **Your arguments are so compelling that few, if any, counter-arguments exist**
 - b. You have a clear understanding of the target's values and aspirations
 - c. You are in a culture where collaborative problem solving is important
 - d. You can offer something in exchange for the target's compliance
 - e. You have a strong relationship with the target

(Influence tactics presented in Module 3; by definition, Rational persuasion works best when you have a rational target and you have compelling arguments in your favor)

11. Which of the following influence tactics involves convincing the target that your offer is good for a limited time only?
- a. **Scarcity**
 - b. Personal appeals
 - c. Consultation
 - d. Coalition

(Influence tactics presented in Module 3; by definition, Scarcity entails convincing the target that your offer is limited)

12. Which of the following tactics is **least** likely to result in long-term commitment?
- a. Inspirational appeals
 - b. Rational persuasion
 - c. Personal appeals
 - d. **Pressure**
 - e. All of these tactics are likely to result in long-term compliance.

(Influence tactics presented in Module 3; pressure is usually viewed negatively by the target and may result in compliance but not commitment)

13. The attribution bias is the human tendency to...

- a. Overemphasize the role of personal characteristics in other people's behavior
- b. Overemphasize the role of personal characteristics in one's own behavior
- c. Overemphasize the role of situational influences in other people's behavior
- d. Overemphasize the role of situational influences in one's own behavior
- e. **a and d**
- f. b and c

(Attribution bias presented in Module 3; by definition, attribution bias means one assumes others do things because of who they are (personality or character) while explaining their own failings by situational factors)

14. Why is it important to set an influence goal?

- a. Setting a goal helps you focus on what's important
- b. Setting a goal helps you measure when you've been successful
- c. Setting a goal ensures your influence attempt will always be successful
- d. **a and b**
- e. a, b, and c

(Influence goals discussed in Module 1; goals are important for providing focus and giving a measure for success)

15. Which is not true about nonverbal expressions?

- a. Nonverbal expressions may directly relate to the person's actual emotions
- b. Nonverbal expressions may be influenced by the situation and culture
- c. Nonverbal expressions may reflect conscious motivation to project a certain image to others
- d. **Nonverbal expressions almost always reveal what a person is truly thinking or feeling**

(perceiving emotions discussed in Module 4; facial expressions and body language may be the result of real emotions or the result of conscious manipulation. They can also be influenced by what is appropriate to the situation or culture. One cannot assume that emotions are always a true reflection of what one is thinking and feeling)

16. According to research, how accurate are most people at detecting lies?

- a. Almost always accurate
- b. More accurate than chance
- c. Less accurate than chance
- d. **No more or less accurate than chance**

(Items 16-18: Detecting deception is discussed in Module 4; research has demonstrated that most people are no better than chance at detecting deception and that nonverbal cues do not reliably predict lying. Rather, the most effective technique is to interview the individual and look for inconsistencies in his/her story.)

17. According to research, which of the following is the best indicator of lying?

- a. **An illogical story**
- b. Fidgeting
- c. Lack of eye contact
- d. Decreased pupil size
- e. Stuttering

18. Which of the following would be the *least* effective way to detect lying in an interview?

- a. Ask rapport-building questions to help loosen up the interviewee
- b. Look closely for holes in the interviewee's story
- c. **Focus closely on the interviewee's nonverbal behavior**
- d. Pay close attention to inconsistent responses from the interviewee

19. "In-the-Moment" social awareness refers to...

- a. What you actually say and do to try and influence the target
- b. Using your past experience to develop a better influence strategy
- c. Setting an influence goal, evaluating the situation, and developing an influence strategy
- d. **Perceiving, analyzing, and evaluating social information during an influence attempt**

(Definition of in-the-moment social awareness presented in Module 4.)

20. When trying to get long term commitment, each of the following are effective influence approaches, *except*...

- a. Rephrasing what you think the target is saying to you
- b. Asking questions about the target's real concerns
- c. **Continue asking the target to comply with your request until he or she agrees**
- d. Asking the target for his or her ideas in solving the problem
- e. All of these are effective in building long-term commitment

(Strategies for tailoring the influence approach to take into account the target's reaction are presented in Module 4. Continuing the same strategy when it has already failed is not effective.)

The Case of Corporal Bennett: Video Assessment

Note: the best answers are bolded.

Name: _____

Introduction

1. What should 2LT Marshall's **primary** goal be for the conversation with SFC Ortiz?
 - a. **To ensure that SFC Ortiz is committed to getting the Iraqis trained on time and that he will personally support the changes necessary to meet this objective.**
 - b. To ensure that SFC Ortiz counsels CPL Bennett on his unacceptable performance and that CPL Bennett is told about his transfer to guard duty.
 - c. To explain the reasons for the new personnel assignments to SFC Ortiz and get him to agree to transfer CPL Bennett to guard duty.
 - d. To find out why SFC Ortiz is so burned out and help him.
 - e. To make sure SFC Ortiz understands the importance of getting the Iraqi's trained on time.
2. Which factor will likely have the **most** impact on whether 2LT Marshall has a successful conversation with SFC Ortiz?
 - a. The importance of the mission.
 - b. Pressure from Higher.
 - c. CPL Bennett's past performance.
 - d. **The current level of respect and trust between 2LT Marshall and SFC Ortiz.**
 - e. The difference in rank between 2LT Marshall and SFC Ortiz.
3. What overall strategy should 2LT Marshall use during the meeting to achieve his goal?
 - a. He should rely on his superior rank to compel SFC Ortiz to go along with the plan.
 - b. He should rely on the pressure from Higher to convey the importance of the new plan.
 - c. **He should try to work together with SFC Ortiz to solve the problem.**
 - d. He should try to demonstrate his own expertise to earn greater respect from SFC Ortiz.
 - e. He should try to inspire SFC Ortiz to support the plan for the good of the mission.
4. How should 2LT Marshall begin this meeting to ensure he meets his goal?
 - a. 2LT Marshall should describe the problems facing the platoon and his plan for solving them.
 - b. **2LT Marshall should describe the problems facing the platoon and then ask for SFC Ortiz's opinion about the situation.**
 - c. 2LT Marshall should spend some time talking about his own experience to build respect and credibility.
 - d. 2LT Marshall should tell SFC Ortiz that he needs to do a better job managing the squad's performance.
 - e. 2LT Marshall should present the new plan and describe why it is the best way to achieve the mission.

STOP - Please do not turn the page until instructed to do so!

Dialog Section 1

5. In general, how did SFC Ortiz react to 2LT Marshall's plan?
 - a. He was disgusted.
 - b. He was angry.
 - c. He was annoyed.**
 - d. He was open and curious.
 - e. He was confused.

6. Why do you think SFC Ortiz reacted this way?
 - a. SFC Ortiz probably thinks that 2LT Marshall's plan is fine.
 - b. SFC Ortiz probably thinks that it's not his place to question orders.
 - c. SFC Ortiz probably doesn't believe that the pace of training is really a problem.
 - d. SFC Ortiz probably is burned out and doesn't really care how the guard duty is assigned
 - e. SFC Ortiz probably resents 2LT Marshall for not consulting him before making personnel decisions.**

7. What do you think SFC Ortiz will do next?
 - a. Talk to the squad and Bennett about the changes in the guard duty plan, explain the reasons for the changes, and try to get the squad to support the plan.
 - b. Talk to the squad and Bennett about the changes in the guard duty plan but keep quiet about his own opinion of the plan.
 - c. Talk to the squad and Bennett about the changes in the guard duty plan and tell the squad that he personally disagrees with the plan.
 - d. Talk to Bennett about the new plan but leave it up to 2LT Marshall to talk to the squad.**
 - e. Conveniently "forget" to talk to Bennett or the squad about the new plan.

8. What should 2LT Marshall do next?
 - a. End the conversation because SFC Ortiz said he would tell Bennett about the guard duty.
 - b. Try to inspire SFC Ortiz by describing how this plan is essential for accomplishing the mission.
 - c. Explain in more detail why the personnel assignment changes are needed.
 - d. Remind SFC Ortiz that he also needs to discuss the new plan with his squad.
 - e. Ask what SFC Ortiz thinks about the plan.**

STOP - Please do not turn the page until instructed to do so!

Dialog Section 2

9. What was SFC Ortiz's mood during this portion of the conversation?
- a. He was angry.
 - b. He was sad.
 - c. He was concerned.**
 - d. He was calm and relaxed.
 - e. He was pleased.
10. Why do you think SFC Ortiz responded this way?
- a. SFC Ortiz probably thinks the plan is OK.
 - b. SFC Ortiz probably thinks that it's not his place to question orders.
 - c. SFC Ortiz probably doesn't think the changes are needed.
 - d. SFC Ortiz probably thinks that 2LT Marshall is only concerned about pleasing Higher
 - e. SFC Ortiz probably thinks 2LT Marshall is not willing to listen to SFC Ortiz's opinion.**
11. What do you think SFC Ortiz will do next?
- a. Talk to the squad and Bennett about the changes in the guard duty plan, explain the reasons for the changes, and try to get the squad to support the plan.
 - b. Talk to the squad and Bennett about the changes in the guard duty plan but keep quiet about his own opinion of the plan.**
 - c. Talk to the squad and Bennett about the changes in the guard duty plan and tell the squad that he personally disagrees with the plan.
 - d. Talk to his squad about the need to get the training done faster, delay telling Bennett about the guard duty, and try to work with Bennett to help him improve.
 - e. Conveniently "forget" to talk to Bennett or the squad about the new plan.
12. What should 2LT Marshall do next?
- a. Ask SFC Ortiz why he seems so reluctant to support the new plan.**
 - b. Explain in more detail why SFC Ortiz should support the plan.
 - c. Remind SFC Ortiz of the platoon leader's authority to make assignment changes and restate the need for SFC Ortiz to comply.
 - d. Try to inspire more support from SFC Ortiz by emphasizing the importance of the mission.
 - e. Trust that SFC Ortiz will carry out his orders and end the conversation.

STOP - Please do not turn the page until instructed to do so!

Dialog Section 3

13. What was SFC Ortiz's mood during this portion of the conversation?
- a. **He was frustrated.**
 - b. He was angry.
 - c. He was annoyed.
 - d. He was calm and relaxed.
 - e. He was pleased.
14. Why do you think SFC Ortiz reacted this way?
- a. SFC Ortiz probably is not very committed to the mission.
 - b. SFC Ortiz probably doesn't believe that the Bennett is really a poor performer.
 - c. SFC Ortiz probably thinks that 2LT Marshall is only concerned with his own career advancement.
 - d. **SFC Ortiz probably thinks that 2LT Marshall's inexperience is causing him to make a poor decision.**
 - e. SFC Ortiz is probably worried about Bennett's morale.
15. What do you think SFC Ortiz will do next?
- a. Talk to the squad and Bennett about the changes in the guard duty plan, explain the reasons for the changes, and try to get the squad to support the plan.
 - b. **Talk to the squad and Bennett about the changes in the guard duty plan but keep quiet about his own opinion of the plan.**
 - c. Talk to the squad and Bennett about the changes in the guard duty plan and tell the squad that he personally disagrees with the plan.
 - d. Talk to his squad about the need to get the training done faster, delay telling Bennett about the guard duty, and try to work with Bennett to help him improve.
 - e. Conveniently "forget" to talk to Bennett or the squad about the new plan.
16. What should 2LT Marshall do next?
- a. Tell SFC Ortiz again that his support is needed to make the mission a success.
 - b. Explain in more detail why Bennett's performance is unacceptable.
 - c. **Ask SFC Ortiz to describe some of his past experiences and use this information to revise the plan.**
 - d. Tell SFC Ortiz that his attitude is unacceptable and that he is out of line for implying that 2LT Marshall lacks experience.
 - e. Trust that SFC Ortiz will carry out his orders and end the conversation.

STOP - Please do not turn the page until instructed to do so!

Dialog Section 4

17. In general, what was SFC Ortiz's mood during this portion of the conversation? (choose the best answer)
- a. He was surprised.
 - b. He was calm and relaxed.**
 - c. He was curious and open.
 - d. He was pleased.
 - e. He was enthusiastic.
18. Why do you think SFC Ortiz reacted this way?
- a. SFC Ortiz probably was relieved that 2LT Marshall was willing to go easier on CPL Bennett.
 - b. SFC Ortiz probably glad that 2LT Marshall was willing to listen to his opinion.**
 - c. SFC Ortiz probably thought it was useless to continue to resist 2LT Marshall's plan.
 - d. SFC Ortiz is probably convinced that this plan is in the best interest of the mission.
 - e. SFC Ortiz probably is not really going to support the plan.
19. What do you think SFC Ortiz will do next?
- a. Talk to the squad and Bennett about the changes in the guard duty plan, explain the reasons for the changes, and try to get the squad to support the plan.**
 - b. Talk to the squad and Bennett about the changes in the guard duty plan but keep quiet about his own opinion of the plan.
 - c. Talk to the squad and Bennett about the changes in the guard duty plan and tell the squad that he personally disagrees with the plan.
 - d. Talk to his squad about the need to get the training done faster, delay telling Bennett about the guard duty, and try to work with Bennett to help him improve.
 - e. Conveniently "forget" to talk to Bennett or the squad about the new plan.
20. In this scenario, 2LT Marshall's goal was to ensure that SFC Ortiz was committed to the mission objectives and that he would personally support the changes necessary to meeting these objectives. To what extent did 2LT Marshall achieve this goal?
- a. Not at all.
 - b. Very little.
 - c. Somewhat.
 - d. Almost completely.**
 - e. Completely.

The Case of Corporal Bennett – Video Script

Introduction

Audio Script
Narrator: Platoon X has been deployed to a small town in Iraq for the last six months. The platoon's primary mission is to train a small Iraqi police force for the town. The training location is 20 km outside the town, and the platoon has a considerable amount of additional equipment, ammunition, and supplies that have to be secured during training.
Narrator: Thus far, the procedure has been to leave seven Soldiers behind on a rotating basis to guard the equipment while the rest of the platoon conducts the training. The Soldiers hate guard duty because it is a tedious and boring job, and they miss out on the training.
Narrator: Six weeks ago, Second Lieutenant John Marshall , a 22 year old recent graduate from the Officer Basic Course, took over as the new platoon leader. Although this is his first deployment, 2LT Marshall has eagerly embraced his new role. He firmly believes in the war and the mission, and is looking forward to a long and distinguished career in the Army.
Narrator: Upon arrival, 2LT Marshall was shocked at the lax standards of the platoon and publicly stated his intentions to "whip things into shape." Since then, he has been instituting many changes in the platoon's routine, such as requiring daily reports from each squad leader, mandating group PT, and requiring that all training be conducted strictly in accordance with established standards.
Narrator: Despite these changes, 2LT Marshall observed that the effectiveness of the platoon has not really improved. He is especially frustrated with the pace of the training program.
Narrator: 2LT Marshall believes that the Iraqis should have made much more progress by now. In fact, when he started his tour, Higher had mandated that the Iraqi force be fully trained and ready to operate independently in the next four months. However, at their current rate of progress, the Iraqis will take at least six months to be ready.
Narrator: 2LT Marshall decided that one way to speed up the training is to have the best Soldiers do the bulk of the training work and the weakest Soldiers (that is, the ones who do a poor job training others) stay behind to do guard duty each day.
Narrator: After observing the training activities for the last week, 2LT Marshall has identified several Soldiers who are not effective in training others.
Narrator: At the top of this list is Corporal Steve Bennett . Not only is CPL Bennett a poor instructor, he appears to lack interpersonal skills, and his negative attitude has resulted in increased tension with the Iraqis. 2LT Marshall realizes that he needs all of his senior NCOs on board with the new plan for it to be successful.

Audio Script
<p>Narrator: Therefore, he has arranged a meeting with Sergeant First Class Mike Ortiz, CPL Bennett's squad leader, to discuss the new plan and arrange for CPL Bennett to transfer to guard duty for the remainder of the training. SFC Ortiz has been in the Army for 14 years, and this is his third deployment to Iraq. Although SFC Ortiz has an exemplary service record, 2LT Marshall is sensing that the NCO is burned out.</p>

Dialog Section 1

Audio Script
<p>Narrator: During the meeting between 2LT Marshall and SFC Ortiz, the following conversation took place.</p>
<p>2LT Marshall: Mike. Thanks for stopping by.</p>
<p>SFC Ortiz: No problem, sir. What can I do for you?</p>
<p>2LT Marshall: I need to talk to you about our personnel assignments. We're getting a lot of pressure from Higher to get the Iraqis up to speed in short order.</p>
<p>SFC Ortiz: Yes, sir. I heard about that...</p>
<p>2LT Marshall: Look, I've been running the numbers, and it's obvious to me that we won't make our deadline unless we make some big changes.</p> <p>Now... it's pretty clear that some Soldiers are doing an outstanding job while others are just taking up space.</p> <p>We need to use our best people to do the bulk of the training and move the Soldiers who are not performing to standard out of the training role.</p> <p>Therefore, I have decided to assign these individuals to take guard duty on a full time basis until the training is complete.</p>
<p>SFC Ortiz: Ok...sir. Um, who have YOU decided should take the guard duty?</p>

Audio Script
<p>2LT Marshall: Well, Corporal Bennett is at the top of my list. There's others, of course, but Bennett really stands out.</p> <p>His training skills are sub-par.</p> <p>He's got a bad attitude, and the Iraqis think he's a jerk. And just between you and me, I have to agree with them.</p> <p>Now, I need you to help me make this happen. I want you to talk to the guys in your squad and make them understand what we are trying to accomplish here.</p> <p>I also need you to tell Bennett that he's on guard duty until further notice. Ok?</p>
<p>SFC Ortiz: Yes, sir. I'll let Bennett know he's got guard duty from now on.</p>

Dialog Section 2

Audio Script
<p>2LT Marshall: That's not what I asked you, Sergeant Ortiz. I need you to get on board with this plan and make things happen.</p> <p>So... can I <u>count</u> on you?</p>
<p>SFC Ortiz: I'll tell the guys about your new plan.</p>
<p>2LT Marshall: You don't sound convinced. What's the problem?</p>
<p>SFC Ortiz: Sir, you're in charge here. If you want to change the way we assign personnel to guard duty, it's not for me to say otherwise.</p>
<p>2LT Marshall: Don't give me that, Sergeant Ortiz!</p> <p>I need you to have my back on this one. I know that I can just issue orders to get things done. But I really need you to tell your squad that you support this plan. If <u>they</u> think that <u>you</u> think this is BS, we'll get push-back.</p> <p>We need our best people to step up here. And, Bennett is not one of our best. I need him out of the way until we're over this hurdle.</p>
<p>SFC Ortiz: Sir, I'm not the type to second-guess a decision. If the guys in the squad think that I have any doubts, they won't have heard it from me.</p>

Dialog Section 3

Audio Script
<p>2LT Marshall: OK. What's really going on here? Obviously you don't agree with the plan. Why?</p>
<p>SFC Ortiz: Sir, Like I said, I'm perfectly willing to back you up with the squad. But I do have a problem with it, yeah.</p> <p>I know Bennett has problems, but I've been working really hard with him, and he's actually improved a lot.</p> <p>He's a whiz with the weapons. Probably knows them better than anyone on the squad.</p> <p>He's had some bad experiences with Iraqis in the past and so doesn't always have the best attitude, but we're working on that.</p> <p>As far as his skills as an instructor go, until now, no one taught him how to be a good instructor. He knows he needs to try harder.</p> <p>I just think that sending him to pull permanent guard duty now will put us right back where we started. He's got a lot of potential, and I'd hate to see the Army lose a good Soldier by killing his motivation, sir.</p>
<p>2LT Marshall: I get that, but we have to put the mission first here.</p> <p>We owe it to these people to get them trained fast and right. We can't do that with mediocre instructors.</p> <p>Maybe when things slow down, we can work with Bennett. But right now, we've got to make sure the training gets done on time.</p>
<p>SFC Ortiz: Sir, but that's exactly the problem! There's always time pressure. There's always an important mission to be accomplished.</p> <p>We never make time to really work with these young Soldiers to make sure they're fully trained to do their jobs.</p> <p>With all due respect, sir, once you've been on a few more deployments, you'll see what I mean. I used to think exactly like you do, but now I think different.</p>

Dialog Section 4

Audio Script
<p>2LT Marshall: Ok. Point taken.</p> <p>So tell me about your experiences. What have you done in the past when Soldiers were performing so poorly that they impacted the mission?</p>
<p>SFC Ortiz: Well, sir, there was this one time when we had a PFC who just couldn't grasp the fundamentals of his job.</p> <p>Jerry was a great guy. Would do anything for you. But he was kinda slow, if you know what I mean. All the counseling in the world wasn't going to make him any smarter.</p> <p>The Captain, she told us that everyone has something to offer, and that we NCOs needed to figure out what that was for this guy. So we did.</p>
<p>2LT Marshall: And how did that work out?</p>
<p>SFC Ortiz: Well, sir, Jerry was so friendly and helpful, we figured out a way to have him work with others who had more technical smarts to balance out his weaknesses.</p> <p>We also gave Jerry tasks where he could do more face to face stuff.</p>
<p>2LT Marshall: So, what about Bennett? Does he have any good qualities?</p>
<p>SFC Ortiz: Like I said, sir, he's the best with the weapons.</p>
<p>2LT Marshall: OK. So how do we use that to our advantage and his?</p>
<p>SFC Ortiz: Maybe we could have him take the lead in working on the weapons training plans?</p>
<p>2LT Marshall: OK. That sounds good. Let's have him take the guard duty for now, and use that time to work on revising the weapons training plans. Most of the guard duty time is wasted anyway.</p> <p>Then, we can rotate other guys through the guard duty to have Bennett train them.</p> <p>If all goes well, we'll see about rotating Bennett off guard duty and back into the training program.</p>
<p>SFC Ortiz: Alright, sir. I see what you're getting at here.</p>

Audio Script
But I'm still thinking that Bennett will see this assignment as a negative, and we'll kill his motivation.
2LT Marshall: Well, wouldn't you say that we owe it to the guy to be straight with him?
SFC Ortiz: Yes, sir. We've had that conversation before, and he knows that I always tell it like it is.
<p>2LT Marshall: Well OK, then. He needs to be told that he needs an attitude adjustment.</p> <p>But we can also tell him how this plan will better use what he's good at – the weapons – and that he will be making a huge contribution to helping us meet our objectives.</p> <p>It's a win-win, and if he does a good job it will be recognized.</p>
SFC Ortiz: OK, sir. That makes sense. I think he'd like the chance to clean up his reputation a bit.
<p>2LT Marshall: Outstanding!</p> <p>Report to me after you talk to Bennett and the rest of the squad and let me know how it goes.</p>
SFC Ortiz: Roger that, sir.



Conclusion and Final Evaluation

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Conclusion and Final Evaluation

Talking Points

Show Slide 68

Pass out the Pilot Evaluation Survey

- ◆ *Go around the room and ask each participant to name the one thing that he or she will take away from the course and apply to his or her leadership style.*
- ◆ Thank you for your participation today.
- ◆ I really appreciate your time and effort!
- ◆ I have a quick survey I would like you to fill out.
 - ◆ The survey is to help us have an idea about the strengths and weaknesses of the course. For example:
 - ◆ What problems you saw throughout the day.
 - ◆ What things you thought were really useful.
 - ◆ What things you think should change.
 - ◆ Your responses will help us make the course better for future participants.

Social Awareness and Influence Course Evaluation

Course Date: _____

Instructor: _____

Directions: Please take a few moments to provide your reactions to the workshop; your feedback will help us to make improvements to the course.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. This course helped me to better understand the importance of social awareness and influence to Army leaders.	5	4	3	2	1	N/A
2. This course helped me to learn more about my own strengths and development needs related to social awareness and influence.	5	4	3	2	1	N/A
3. This course helped me to better understand the social awareness and influence process.	5	4	3	2	1	N/A
4. This course helped me to better recognize and accurately interpret verbal and nonverbal cues from others.	5	4	3	2	1	N/A
5. This course helped me to better change my own behavior to more effectively interact with other people.	5	4	3	2	1	N/A
6. This course helped me to become a better influencer.	5	4	3	2	1	N/A
7. Overall, I believe that what I learned in this course will help me to be a better leader.	5	4	3	2	1	N/A
8. The instructors effectively facilitated this course.	5	4	3	2	1	N/A
9. The course materials were organized and easy to use.	5	4	3	2	1	N/A
10. Overall, I believe this course was worthwhile.	5	4	3	2	1	N/A
11. I'm planning to use what I learned in this course in future interactions with other people on the job.	5	4	3	2	1	N/A

12. The difficulty level of the material presented in this course was:

- ☐ Too complex or difficult
- ☐ Too basic or simple
- ☐ Appropriate - neither too complex nor too basic

13. The length of this course was:

- ☐ Too long for the amount of material presented
- ☐ Too short for the amount of material presented
- ☐ Appropriate – neither too long nor too short

14. What was the most useful part of the course and why?

15. What was the least useful part of the course and why?

16. Other comments/suggestions:

Thank you for taking the time to complete this survey!